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This first annual conference had as its theme "People, Education, Business and Industry--Partners for Excellence." Major speeches for the general conference program included (1) "Selling the American System to Americans," by K. McFarland, (2) "Projection for the 70's," by C.W. Proehl, (3) "How to Help Youth," by A. Widener, (4) "Vocational Education Its Responsibilities to People and Its Interrelationship with Business and Industry," by M.L. Barlow, (5) "The New Labor Force A Challenge to Industry and Education," by W.G. Rhodes, and (6) "Ten Commandments of Human Relations," by J.E. Gorman. In addition to the general conference sessions, sectional programs were conducted in adult education, agricultural education, business, distributive and cooperative education, home economics education, industrial education, manpower development training, programed services, and technical and health occupations education. Meetings of the Florida Adult Education Association and the Florida Vocational Association are reported and a list of educational exhibitors are appended. (DM)

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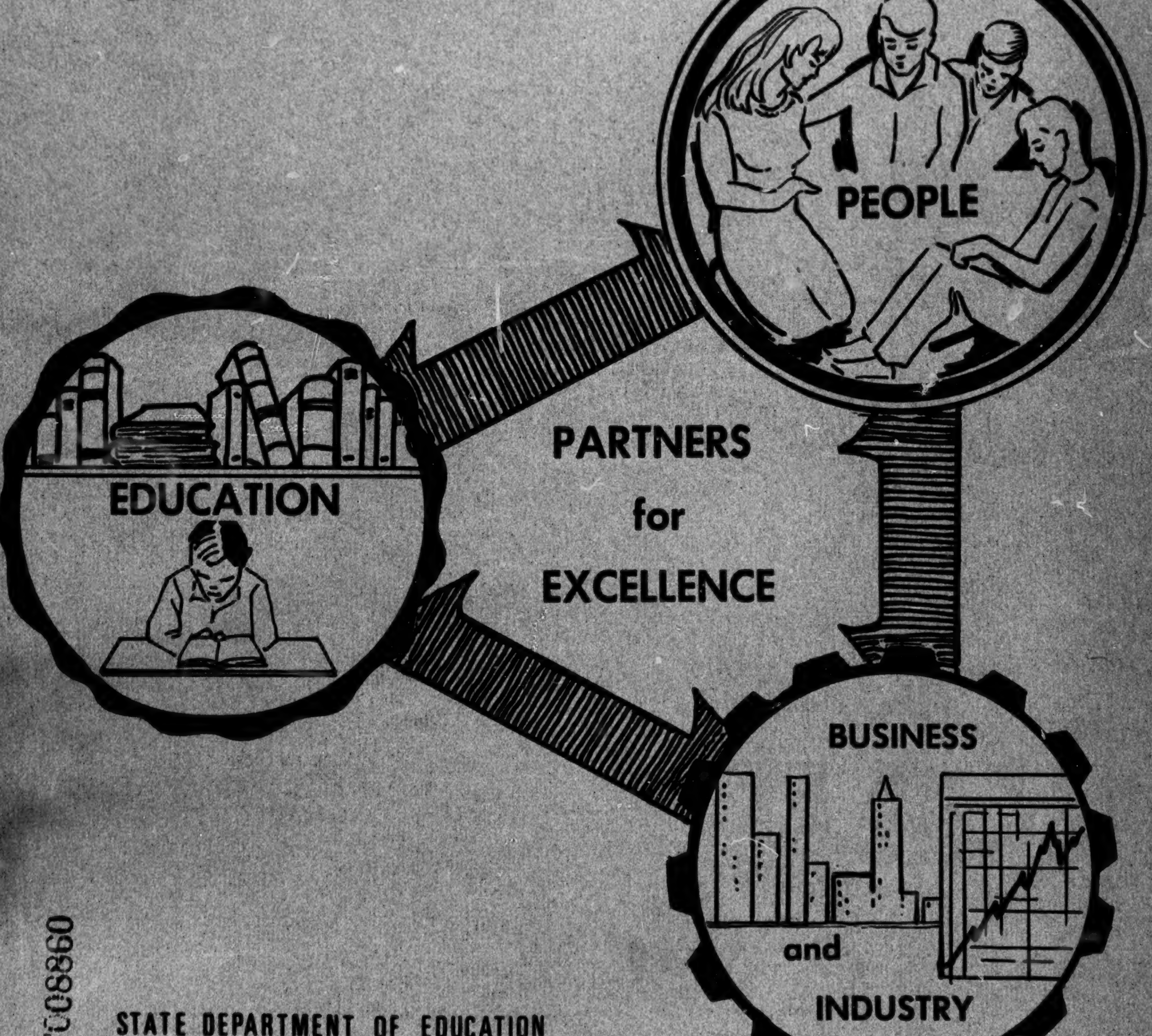
JANUARY, 1969

REPORT OF THE FIRST ANNUAL VOCATIONAL, TECHNICAL & ADULT EDUCATORS' CONFERENCE


PEOPLE
EDUCATION
PARTNERS
for
EXCELLENCE
BUSINESS
and
INDUSTRY

VT008860

STATE DEPARTMENT OF EDUCATION
Tallahassee, Florida

Floyd T. Christian
COMMISSIONER

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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REPORT

OF

THE ~~FIRST~~ a ANNUAL

VOCATIONAL, TECHNICAL AND ADULT EDUCATORS' CONFERENCE

(1st, Jacksonville
Florida, August
1968).

Sponsored By

3 Florida State Dep~~artment~~t of Education, Tallahassee. Div of Vocational, Technical a Adult educat
Florida Vocational Association,
Florida Adult Education Association

Conference Headquarters

Robert Meyer Hotel
Jacksonville, Florida
August 4-9, 1968

STATE DEPARTMENT OF EDUCATION
Floyd T. Christian
Commissioner

DIVISION OF VOCATIONAL, TECHNICAL AND ADULT EDUCATION
Carl W. Proehl
Assistant Commissioner

E. A. Emmelhainz
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Adult and Veteran Education

C. M. Lawrence, Director
Agricultural Education

J. R. Barkley, Director
Business and Distributive Education

Frances Champion, Director
Home Economics

T. J. Bailey, Director
Industrial Education

C. R. Crumpton, Director
Manpower Development & Training

T. W. Strickland, Director
Technical & Health Occupations

G. W. Neubauer, Director
Program Services

VOCATIONAL, TECHNICAL AND ADULT EDUCATORS' CONFERENCE

STEERING COMMITTEE

State Department of Education

Kenneth Eaddy, General Conference Chairman
Carl W. Proehl
Jack McClellan
G. C. Norman

PLANNING COMMITTEE

Division of Vocational, Technical and Adult Education

Adult . . . . . . Rex Wright
Agriculture . . . G. C. Norman
Business and Distributive . . Don McBride
Home Economics. . Allie Ferguson
Industrial. . . . John Sojat
Manpower Development and Training . . . . David Morris
Technical and Health Occupations . . . . Dick Ray
Program Services. . . Tom Swift

Florida Adult Education Association

Don Cammaratta
Betty Grimm
L. H. Meeth
Floyd Peters

Florida Vocational Association

Russell M. Brown
Floyd Gehres
Herman Morgan
Lillian Spencer

Conference Recorder - Rod R. Dugger

FOREWORD

The First Annual Vocational, Technical and Adult Educators' Conference was held in Jacksonville, Florida, August 4-9, 1968.

The Conference Headquarters was in the Robert Meyer Hotel; Sectional Headquarters were located as follows:

SECTION	HEADQUARTERS HOTEL
General Administrators	Robert Meyer
Adult General Education	Mayflower
Agricultural Education	Sheraton
Business and Distributive Education	Robert Meyer
Home Economics Education	George Washington
Industrial Education	Roosevelt
Manpower Development and Training	Heart of Jacksonville
Technical and Health Occupations Education	Robert Meyer
Guidance	Robert Meyer

Conference theme: "PEOPLE, EDUCATION, BUSINESS AND INDUSTRY - PARTNERS FOR EXCELLENCE."

Appreciation is expressed for the services and contributions of those who planned and participated in the Conference, to the recorders of the various meetings, and to staff personnel and secretaries who assisted in making this report possible.

Rod R. Dugger
Conference Secretary

TABLE OF CONTENTS

SECTION I

GENERAL CONFERENCE PROGRAM

First General Session 1

Second General Session 5

Third General Session 17

Conference Banquet 21

SECTION II

SECTIONAL PROGRAMS

Adult Education 23

Agricultural Education 32

Business, Distributive, and Cooperative Education 44

Home Economics Education 64

Industrial Education 73

Manpower Development Training 83

Program Services 88

Technical and Health Occupations Education 93

SECTION III

FLORIDA ADULT EDUCATION ASSOCIATION BUSINESS MEETING

Florida Adult Education Association 103

SECTION IV

FLORIDA VOCATIONAL ASSOCIATION BUSINESS MEETING & SHIP'S PROGRAM

Florida Vocational Association 104

SECTION V

EDUCATIONAL EXHIBITORS

Educational Exhibitors Association 106

SECTION I

General Conference Program

FIRST GENERAL SESSION

Monday, August 5
10:00 A. M.

Presiding - Dr. Carl W. Proehl
Assistant Commissioner
Vocational, Technical
and Adult Education

The First Annual Vocational, Technical and Adult Educator's Conference was opened with an invocation by James H. Taylor, Jr., Venerable Cannon, Episcopal Diocese of Florida. Ish Brant, Superintendent of Schools for Duval County, extended a welcome to the conference participants.

The Honorable Floyd T. Christain, State Commissioner of Education, greeted the assembly with the following salutory remarks:

> "I welcome you and I salute you and I thank you--each and every one of you--for your devotion, your accomplishments and your contributions to education in Florida. More and more, as Florida moves forward in the space age, vocational, technical and adult education plays an ever expanding role in our lives.
>
> Vocational courses are now available for many thousands of Floridians--youngsters and adults alike--for those students who will attend college and for those who will not, for potential drop-outs, and for disadvantaged persons.
>
> You have set a most admirable goal of offering training to at least 55 percent of Florida's youths sometime during their school years.
>
> Enrollments in vocational education have risen more than 50 percent in the past five years, with more than 300,000 persons now enrolled in these courses. There has been a substantial increase in enrollments in adult general education--nearly a 20 percent rise in five years and there are more than 200,000 such students now.
>
> The state has authorized 34 area vocational centers, of which 24 will be operating in new facilities this fall. Of the remaining ten, several will be completed prior to June 30, 1969, and the remainder in the following fiscal year.
>
> I feel we have made great progress in this field--especially when you look back and recall that five years ago there were no vocational centers--as such--in Florida.

The number of programs offered to meet the varied and changing needs of Florida's economy has been increased. This economy will have a labor force of 2,750,000 by 1970--about double the national rate of increase during the past ten years.

However, because of this growth, we must not let ourselves get trapped--we must expand the facilities. We must increase the number of course offerings and we must keep abreast of the needs of industry. Remember, in our rapidly growing state and in an era of rapidly expanding technology, tomorrow gets here yesterday.

I mentioned that we have made progress in vocational education. While this progress is evident in many fields, I think the greatest progress has been made in the way the public accepts vocational education today, as compared with yesterday. Once the public looked down upon anyone who was receiving vocational education. There was a kind of stigma attached to it.

Today, however, our attitudes have changed and we realize that not everyone is destined to attend college after completing high school. Today, the feeling is that it is just as honorable to earn a living as an automobile mechanic or as a TV repairman as it is to be a lawyer or surgeon.

In the moving world, in a changing society, in a vibrant democracy, in a forward-looking state, education--more than ever before--is the key to victory in life.

I wish you success in all of your sessions and I pledge to you my continuing support to strengthen, to expand and to improve vocational, technical and adult education programs."

SELLING THE AMERICAN SYSTEM TO AMERICANS

Dr. Kenneth McFarland
Guest Lecturer
General Motors Corporation

"The frame that is the American system must be protected as we determine how to improve the picture."

The following is an abstract of Dr. McFarland's speech.

Year after year Americans gather in countless conventions of trade and professional associations. Their chief interest in these meetings is to get a clear picture of how things stand in their area of special interest, and to determine how the picture can be improved. In recent years, however, it is becoming increasingly clear that Americans must cease their exclusive devotion to their particular pictures and start paying more attention to the frame around all the pictures. That frame is the American system itself. It is becoming startingly clear that if the frame is destroyed, badly damaged, or simply permitted to deteriorate, then the pictures are going with it. Personally, I feel it is almost criminal for important leadership groups to assemble, deliberate and celebrate for several days, and then adjourn without devoting at lease one meeting session to the frame. We must face the fact that if the frame collapses, then all the other things that were studied and discussed are to no avail.

When I speak of the American system, I always mean two things:
(1) the American economic system of free competitive enterprize, and
(2) the American political system of individual freedom guaranteed by law. The fact that millions of our citizens neither understand nor support the system has come about largely through appalling neglect. We have merely assumed that Americans somehow automatically understand Americanism because they are born in America. It was assuming too much that caused the scientist to blow up his laboratory. Similarly in the realm of social science we are on the verge of catastrophe from too many apathetic arrogations. The present adult generation in America is the greatest generation of salesmen the world has ever seen since the beginning of time; yet we have not bothered to sell either ourselves or our system to our own youth. We have blithely assumed each generation would somehow inherit in its bloodstream all the understanding of America, and affection for it, that our nation's institutions have honestly earned and deeply deserve. No one needs to make a case for America, but Americans must be deliberately taught the facts. We have taken an almost fatal comfort in the old adages which assure us that the truth is self-evident and can "win out" without our help. In this case the truth needs help, lots of help; organized and effective help. Saving the frame itself is now the most urgent challenge facing all Americans no matter which of the pictures commands their special interest.

The number one threat to the American system in our day is the breakdown of law and order. As rapidly as our population is growing, the crime rate is increasing seven times faster. We are going to reverse this disastrous trend or we shall lose our freedom -- first to anarchy and then to dictatorship. We can no more co-exist with the present trend of lawlessness than we can co-exist with cancer.

The fact that a person is unskilled or under-priviledged does not give him a license to break the law. This fact needs to be stressed over and over again. Nevertheless, people who are succeeding under the system are less inclined to throw rocks at it. The American system is designed to provide an adequate income for all who are willing to apply themselves in the matter of preparing for jobs and the handling of the jobs well after they get them. One of our big challenges in education is to insure that this part of the system is made to work. The key word in the American system is not "security" -- but opportunity. No system can guarantee that all people will go up the ladder an equal distance, but our system must give every individual an opportunity to ascend the ladder to the maximum of his ability and willingness to work. It is highly appropriate that this conference should have as its theme, "People, Education and Jobs."

While the mounting wave of crime and disorder constitutes our number one national problem, the solution lies largely at the local level. If we leave everyday law enforcement to our federal government, the result will be a national police force, and that is just one step from a gestapo.

It is at the local level that every good American must stand up and fight. Police must be increased in numbers and in pay, and they must be fully supported. A life-time career as a law enforcement officer must be made attractive to citizens of such high caliber that they will bring all the needed respect to themselves personally, and to the law which they represent. "Good citizens" often criticize the way police handle riots, and completely overlook the basic fact in all riots--that is, the police are enforcing the law and the rioters are violating it. We must be done with the idea that the police are "prejudiced," when they enforce the law in slum areas or with members of a minority group. Dean Joseph O'Meara, of the Notre Dame Law School, said it well:

> "No man is above the law andno man is beneath it. No man should be persecuted because of his color and no man should be protected by it."

Legislation must be passed at all levels of government that will reverse the calamitous course of pampering the violators and hampering the police. From our highest court to our lowest we must cast out the bleeding-heart judges who blame "society" for the infractions of the individual.

Schools must continuously teach respect for law and for law enforcement officers. We must not be afraid to indoctrinate children in the truths that must endure if freedom is to prevail. Educators must remember that Dean O'Meara's statement applies to them as well as all others. They must under no circumstances become so militant that they exceed the law as they seek to accomplish their professional goals.

Every parent in America should stand up and say, "As for me and my house, we shall stand on the side of the law." A successful crusade of this kind would in itself bring unbelievable improvement within an incredibly short time. It is not enough for the citizen to be born in America -- America must be born in him. It is only through our people grasping the great truth about this magnificent nation that the frame can be saved and the pictures preserved.

SECOND GENERAL SESSION

Monday, August 5
2:00 P.M.

Presiding - Dr. Kenneth Eaddy
Director
Florida Vocational
Program Research
Coordinating Unit

At the beginning of the second general session, Dr. Carl W. Proehl was awarded a Certificate of Life Membership in Florida Vocational Association for his dynamic leadership in making the Annual Vocational, Technical and Adult Educators' Conference in Florida a reality. Florida Vocational Association President Russell M. Brown made the presentation on behalf of all members of the association.

PROJECTION FOR THE 70'S

Dr. Carl W. Proehl
Assistant Commissioner
Vocational, Technical
and Adult Education
Florida State Department of Education

"Human values must be retained in all of our programs. Indeed, human values must dominate everything we do in vocational and adult education."

"Today is August 5, 1968. In fewer than 17 months, vocational and adult general education will be launched into the decade of the 70's with many challenges and countless unanswered questions. It is my purpose today to look at some of the conditions which give rise to these challenges, and to explore a few guidelines within which we might frame possible answers to the most pressing questions.

Much remains to be done before the 70's arrive -- and on time, I might add. The calendar does not oblige us by slowing down while we grapple with our educational responsibilities. Instead, the months move inexorably on. Therefore, we must be ready -- as completely prepared as we know how -- to meet the challenges of the next decade in vocational and adult education which already loom on the horizon.

Before we look at the projection for the 70's let us look quickly at an inventory of the resources at hand with which to prepare for the uncertainties ahead. We have two principal assets; these are material things and people. Growing out of these, we have a set of values, a system of ideals, if you will, which have stood the test of time and helped us to weather past stresses successfully. Uppermost among these values and ideals are the dignity, the humaneness, the compassion of man -- even though our daily lives are heavily preoccupied with material things.

Western man has based his life essentially on the acquisition of material things. Ours has been a materialistic culture, not one of contemplation and self-denial. We have too often placed our emphasis on things rather than people.

In our efforts to train people to produce things, vocational education has come to be thought of, primarily, as a skills development program. It has not really been this alone, however, Vocational educators have been just as concerned with teaching the values which our society holds as have teachers of English, history, science, or mathematics. Instead of teaching the basic skills of communicating, however, vocational teachers have taught the basic skills involved in securing and holding a job. They have been teaching applications of the basic communication skills and adding to these the tools for making people self-reliant and self-supporting.

Unfortunately, all of us in education have too often tended to think of a person as a 'thing' to be molded or programmed to produce robot-like responses. It is almost as if we thought of people as a printing job in which we put together numerous type characters in a specific combination to produce an identical response repeated endlessly. Under this concept, the identity of the student often never materializes and he or she enters the world of work prepared only to perform.

If you retain just one thought from this conference, I trust that it will be this: Human values must be retained in all of our programs. Indeed, human values must dominate everything that we do in vocational and adult education. We cannot dismiss the importance of the person as a person. Respect for personal dignity should be uppermost in our minds as we teach and counsel with students, whether they be of high school age or adults.

We in America have a life that, on the average, is far superior to that in any other country in the world. About 75 to 80 percent of this nation's population eats well, dresses nicely, and lives comfortably.

However the remaining 20 to 25 percent is not so fortunate. This group--for the most part-- is taking more from society than it is contributing. Within this segment, we find the illiterate and the poverty-stricken. Americans who have not suffered the hardships and degradation which this disadvantaged group has endured, find it difficult to understand the unrest, the frustration, and the dissatisfaction which they demonstrate through aimless violence in the streets and other rebellious manifestations.

Vocational education can play an important role -- yes, even the vital role -- in helping culturally and economically handicapped persons to become responsible citizens, to assume a stable role in the community, and to realize their desire for personal dignity and stature.

It is not man's nature to destroy that which he himself loves or has built or acquired. To do so, is to commit economic suicide. But continued resentment -- distrust -- bitterness -- fatalism -- will harden and cause man to react in a destructive, defiant manner against the great society which has all the material things he wants, but which he has not been able to secure for himself and his family.

Is it necessarily true that "man is a product of his environment"? Once that may have been the case, but I do not believe it is necessarily true today. Vocational and adult education provide opportunities for young and old alike to improve their economic and social positions. However, they must be willing to accept personal responsibility for doing what they can to help themselves. They must be willing to avail themselves of the opportunities provided instead of securing release for their resentments through vicious acts of defiance.

The root of much of America's trouble, it seems to me, lies in the failure of its citizens to have as much respect for developing men and ideas as they have for making and acquiring things. For instance, when the first Russian Sputnik reached up into the skies in 1957, our schools were made the scapegoat for Russia's then terrific achievement. In rebuking the schools, science, rather than the social sciences, were taken to task.

Our own value system had determined this nation's production requirements: washing machines, home freezers and home work-shop tools had become more important to the American people than missiles and satellites. Thus, you see, we chose to place the blame upon our schools rather than upon our judgment and perspective!

There can be little doubt that some of the misunderstandings between segments of our society are caused by lack of communication. We as vocational and adult educators need to establish effective communications with those who need our assistance. If we fail to do this, we have no way of knowing what their needs are or how the resources at our command may be used most advantageously. Our examples, our teachings, our concern, our help will be deciding factors in determining the road our students take. Granted, this is a tremendous task, an awesome responsibility, even so, our concentrated efforts and concern for these people can very well result in this becoming -- as Sir Winston Churchill put it -- "Our Finest Hour!"

We have the people in America -- over 200 million of them -- who, when properly prepared, can supply the necessary labor for agriculture, industry, business and science. We have the human talents in Florida as well, to meet our future needs adequately.

Florida abounds in natural resources. For example, the Atlantic Ocean, the Caribbean Sea, and the Gulf of Mexico afford the opportunity to develop oceanography well beyond the level achieved by any other state. Florida's mineral resources, rich agricultural land, and unsurpassed climatic conditions provide unlimited development potential.

Oceanography is a relatively new field of study. Until quite recently, Florida had done little in the way of research on how to utilize the ocean floor effectively. This appears to be an exciting challenge for Florida's schools and colleges, and for state agencies and private industry as well.

You will recall that over a year ago an announcement was made concerning the Blake Plateau in the Atlantic Ocean off the state's northeastern coast. The idea being explored is that the Blake Plateu might be mined for its abundant supply of minerals. The major problem appears to be the development of some means for taking those treasures from their protective cover of water.

Such a venture will provide a rare opportunity for vocational education to assist in preparing people to work in this new mining endeavor. In addition, the processing of minerals from the sea will require many well-trained technicians and skilled workers. Here, again, vocational education will be called upon to assist; this time, in solving production problems.

But Florida also has outstanding agricultural resources. It may surprise some of you, but six of the fifty richest agricultural counties in the United States are found in Florida and the average value of farms in this state is higher than it is in any other state east of the Rocky Mountains.

Perhaps some of you can recall when one American farm worker produced enough food for only four persons. In 1950, he produced sufficient supplies for 15 persons while today he produces enough to feed 40 persons, thanks to vast production improvements.

We can expect agriculture to become an even more productive industry in the 70's. The number of farms and workers in Florida will continue to decline as they have for the past several decades. It is reassuring, however, to note that automation and other improved practices will become a by-word for the farmer, and that total food and fiber production will continue to increase each year -- at least during the next decade.

Urban and suburban areas of this state are mushrooming with the result that land utilization problems are growing. There must be adequate housing for new residents and growing families. New industries, too, must have areas in which to locate. With six million people, Florida today is the fastest growing state in the South and the third fastest growing state in the nation. Only California and Arizona are ahead of us at the present time. By 1970, Florida will have gained another one-half million permanent residents, and by 1980 the population is expected to reach about eight and one-half million. At this rate of growth, availability of land will continue to be a problem which must be taken into account.

The resources and challenges I have just mentioned -- oceanography, agriculture, population growth, and new industries are playing major roles in an unprecendented explosion in information, communication, and transportation which we have yet to appreciate, let alone fully understand. These three things alone will bring people together in far greater numbers than we can visualize now.

Let's look at the matter of communications for a moment. Since the end of World War II, billions of research dollars have been spent to improve electronic communications. Mobile telephone have been installed in commercial and private vehicles. We soon will have phonavision which will permit calling someone and viewing him on a screen as he speaks.

Television no longer is limited to cable transmission. Sound and picture waves are sent from a transmitter to a tower and relayed from one tower to another. What is even more spectacular is the satellite system which makes it possible to transmit television programs from one part of the world to another by utilizing a satellite stationed hundreds of miles above the earth.

However, having achieved the potential for a world-wide communications system, the very logical question arises, 'Do we have anything to say?' I trust that with added time and experience more significant use will be made of communications satellites than was made of Telstar when it was first launched.

In a column in the New York Herald Tribune celebrating this memorable event, John Crosby, the noted TV critic, wrote:

> The fundamental flaw in this communications miracle is the same one that has bugged every communications miracle since they started carving hieroglyphics on stone tablets, what do you say on it?
>
> All networks were ordered to say something, anything, on the miracle instrument. CBS combed Europe and came up with a sausage-eating contest, which was duly sent back via the miracle ball, although that particular news could have gone by camelback without losing any of its essence.

As for radios, there reportedly is an average of two radios in each household in this country. There is a radio in nearly every automobile, and of course, there is every conceivable type of portable radio receiver with AM, FM, or short wave bands. Two-way radio communication is not limited to police and fire departments. We find such equipment in aircraft, trains, pleasure boats, commercial vessels, and vehicles of business firms and private individuals.

Newspapers, too, have taken advantage of technological advances. More and more publishers are replacing flat-bed presses with off-set presses. When the word is given to 'roll the presses,' the complete newspaper can be printed, collated, trimmed, and bundled at speeds up to 75,000 copies per hour.

But the jet age is upon us, and we no longer can rely on reading skills to keep ourselves informed. We are told that throughout the world about 100,000 journals are published in more than 60 languages, and that the number doubles every 15 years. While reading may be preferred, it admittedly is a very slow method of keeping abreast in this fast-moving world. We must of necessity place greater reliance on faster media to acquire the information we need.

We in vocational education have a responsibility to train workers to be a part of this continued growth in communication systems. During the 70's, we will set a dramatic change in the dissemination of information, but the question arises as to whether educators will be able to utilize effectively the wealth of information which will be available to them. Changes will come so rapidly that man will often be required to make immediate decisions. How well will he be prepared to undertake such responsibilities? Only time will tell.

Transportation will also come in for its share of attention during the 70's. The question is how can we effectively and safely handle the speeds by which we will transport people and things? We have 120 mile-per-hour automobiles, but often travel in 25 mile-an-hour speed zones. We jet to major cities, then spend time circling airports awaiting clearance for landing.

Our cities have suddenly discovered that their downtown areas are asphalt jungles of parking lots, and that skylines are blighted by increasing numbers of expressway interchanges.

By the end of the 70's, we will be able to drive non-stop -- except for fuel, food and rest -- from the Atlantic to the Pacific, and from Miami to the Canadian border by any number of interstate highways. There is even the probability of monorails expressing passengers from suburban areas to metropolitan centers as Japan is already doing.

The transportation industry is also looking to vocational education to assist in training workers for these new and more sophisticated kinds of travel.

All these technological advances will have a profound impact on the labor force. According to projections of the department of labor, there will be three million persons employed in Florida in 1970, a figure more than double the 1960 total.

The majority of those three million people will either be the products or the dropouts of Florida's public schools. Among them will be highly educated and highly skilled and the less well educated and the unskilled. It is noteworthly, I believe, that vocational and adult education have thus far played a significant role in reducing the size of the latter groups and helping them to adjust to changing conditions.

A major portion of credit for this accomplishment should be assigned to adult general educators who have helped educationally-retarded adults to overcome their deficiencies and other adults to realize their desire for personal improvement. Nor should we overlook the contribution which adult general education has made to the lives of our senior citizens. The Florida State Chamber of Commerce recently released figures which reveal that one out of every six Floridians is a recipient of social security. However, not all of those senior citizens have retired completely nor have they resigned themselves to waiting for the inevitable. Thousands have enrolled in adult general education courses for personal enrichment and have discovered many new interests in their declining years.

Up to this point, we have quickly reviewed what vocational and adult education have done and some of the challenges confronting them. But we must not permit ourselves to stop thinking, to stop planning, to stop changing. As we continue to think and to plan for the 70's, the word change will become increasingly important.

Change has been taking place since the beginning of time. Sometimes, change has been slow - a gradual, orderly process. However, during the past 68 years, there have been more changes than in all other centuries put together. In fact, change is now occuring at such an incredible rate that it is dangerously outstripping our habits of thinking.

It is said that 25 percent of all people who have ever lived are living now. That the amount of technical information doubles every ten years, and that 90 percent of all scientists the world has ever known are alive and at work today. And what changes they have brought about! We now live in a world which we often do not understand -- a world of constantly changing patterns.

General Carlos Romulo, President of the University of the Phillipines and President of the Fourth General Assembly of the United Nations said:

> "The role of this generation is to understand the elusive meaning of the revolutionary changes of our times. . .to pass on our understanding to those who follow us. . .It is a mistake to ignore the change that is taking place, a greater error to seek to arrest it, but a fatal blunder to fail to understand it."

What we are experiencing today has been called 'accelerating acceleration.' As the accumulation of knowledge accelerates, changes come faster. As changes come faster, the need for ability to adjust becomes more urgent. The ability to choose under such conditions requires sound judgement and unlimited imagination.

The need to adjust is not new whether or not we understand all the circumstances compelling adjustments. This always has been a part of the job of living and surviving. Flexibility, I believe, is our only hope.

The key words in today's living are change, challenge, and choice. Change brings challenge and challenge demands choice.

New occasions bring new obligations. New experiences make new demands and change calls for new attitudes. We must, therefore, become aware of what those changes mean to us.

There is one change to which we shall have to adjust with a great deal of flexibility; that change is leisure time. Although leisure time will become increasingly significant in the years ahead, I fear we have not given enough serious thought to the significance of extensive amounts of leisure for many people. It may appear somewhat strange to be talking about leisure time at a conference which is greatly concerned with the training of people for work and employment. Nevertheless, the changes which I have been describing are going to make for increasing amounts of leisure time in the coming decades and will influence our emphasis in vocational education. We shall have to concentrate more upon developing the human qualities in people and less upon their skills in the production of goods and services.

Even now, with the full impact of technological advance still ahead of us, less than 40 percent of our population is employed. During a working life extending from 16 to 65, people will spend less than one fourth of their total time engaged in work, even though they are fully employed during the entire period.

And now, let me apply to vocational and adult education some of these things I have been talking about -- human values, responsible citizenship, change and flexibility.

I believe that Florida's vocational, technical and adult general education program is based on sound philosophy.

Current patterns of vocational and adult education are grounded in the belief that the task of education is to provide programs and instruction adapted to the abilities and capabilities of students, to build on the environment in which they live, and to extend and enrich that environment. These patterns, in turn, are based on the belief that the curriculum for the education of any individual incorporated those elements that promote his growth as a person, as a citizen, and as an employable unit in our economy. An effective program must be rooted in these beliefs and must be based, as well, upon the present and evolving needs of our rapidly-growing state.

Current patterns of vocational and adult education also assume that the people of Florida are subject to unique and identifiable environmental influences. The people of this state have unique social and economic problems in addition to specific resources with which to work. Consequently, vocational and adult education in Florida must be characterized by judicious selection of subject matter, an approach to teaching, and a program of activities based upon experiences, needs and community institutions at the local level, and upon the customs of people living in an environment increasingly urban and, to an ever-increasing extent, closely related to industry.

Current patterns of vocational and adult education are further predicated on the belief that they are a necessary and integral part of the total educational process. It follows, therefore, that they must be articulated and coordinated with other aspects of our educational endeavors. Implicit in these patterns is the requirement that the vocational and technical components of the educational spectrum be identified in 'quality education,' a condition which can no longer apply exclusively to purely academic pursuits.

But one important element in 'quality education' is flexibility which permits continual adaptation to the changes and requirements of the work world. It is my belief that we have not sufficiently kept pace with the needs of our time. We must 'get off dead center.' We must go beyond the courses we now offer. It is imperative that we seek and introduce new programs to meet new changes and challenges.

We need to train new technicians and specialists, and to up-date the skills and technical knowledge of those whose jobs will disappear because of increased efficiency, automation, and changed economic conditions. We need to provide a kind of continuing education which will lay the base for a more profitable use of leisure time. We need to provide a program of education which eliminates both the geographic and financial barriers to self-sufficiency. In short, we need to provide the kind of education which will help us deal with the impact of automation on our society.

The full impact of this new technology of automation has been slow to register on the American consciousness. To date, instances of technological unemployment are like the cap of an iceberg. The difficults of appreciating what is below the cap of the iceberg leads us to believe that we can sail blithely ahead without changing course. Indeed, the nation has been assured for years that for every job destroyed by automation, two new ones are created. This notion has been slow to die.

Because automation and computers have been introduced selectively, their impact has often been limited to an individual or a single community. Thus, many educators and public leaders have not been sufficiently aware that the forces of technology -- automation, computers, laser beams, and space travel -- are immediate and national in scope and they carry serious consequences for the economic and social life of the entire country.

But the computer generation is with us whether or not we realize it. There were fewer than 1,000 computers in the United States in 1956. Today, there are well over 30,000, and by 1976 the machine population is expected to reach 100,000. We are also told that within the last 10 years the typical computer has become 10 times smaller, 100 times faster, and 1,000 times cheaper to operate. Undoubtedly, these trends will continue, with the result that the growing impact of the computer staggers the imagination.

You and I, as leaders in education, must look upon the responsibilities which these trends portend from a new perspective. We must do this, first, because society demands it, and, secondly because the changing world of work itself requires it. Futhermore, if you and I, as educators and leaders, do not meet this challenge head-on, someone else will do it for us.

Grant Venn has stated it quite clearly in his book Man, Education, and Work. He says, "The need can be met only within the educational system, and society will insist that the job be done there. Decisions are going to be made, but whether these decisions will be made by educators, acting within a consensus that this is a legitimate and necessary form of education for our time, or by legislators reacting to societal pressures to get a job done is still an open question. The history of vocational education should suggest to all educators. . .the importance of a vigorous, imaginative approach to the educational needs of the technical occupations.'

The ideas and concepts we have discussed have implications for all of us in education. In the main, the problems facing us are those which only education can resolve. The late Adlai Stevenson said, 'It is the educator, not the engineer, not the businessman, not the union official, not the bureaucrat, who must tell us how to keep our youngsters in school to prepare them for a productive life.'

The contrast between our scientific and social progress has been aptly expressed by Dr. Irvin Stewart, a former president of West Virginia University: 'My generation has made great success in physical matters but much less in the far more significant field of human relations. We can go places faster, but we have no better idea what to do when we arrive. We can transmit thought more rapidly but we have not improved the quality of the thought to be transmitted.' This is precisely what the psychoanalyst Erich Fromm means when he said, 'We have the 'know-how' but we do not have the 'know-why' nor the 'know what for.''

In the resolution of some of the major problems which face this nation as they relate to automation and technology, it would appear that education must do three major things:

1. The first approach for educators is to acquaint themselves fully with the nature and dimensions of the problems created by automation. Much more study is required before we know what the full impact of automation will be. This will require the best efforts of our economists, our social scientists, and our business researchers.

   In the meantime, we must acquaint people with what we already know. There can be little hope for smooth social adjustment to great economic change unless the general public is well informed of the nature of the situation which exists.

2. The second thing which education can do is to readjust its approach to vocational and technical education. There is little purpose in preparing people for jobs which will no longer exist because of technological change. Jobs which require little skill, or which are physically or mentally repetitive in nature, will all but disappear. While many people

are without employment, a considerable number of jobs requiring a high level of skill or highly specialized training remain unfilled. We must speed up the change in our occupationally-oriented programs in order to correct this imbalance, and we must up-grade vocational and technical skills across the entire face of the occupational world.

3. Our educational system must prepare people to live in a world in which work will not hold the central position it has held in the past. It will be off to one side contributing to society, but not dominating it. Concern will have to shift more to the development of people as human beings and less to preparing them to become cogs in an economic machine. This, of course, is a projection for the future -- we have had little experience with freedom from toil in an economy of abundance, but the time is almost upon us when we must prepare people for a wise use of a great deal of leisure time, not work time. Sir Julian Huxley stated it rather simply when he said, 'Machines are going to do the jobs now. Man has got to learn to live.'

America's task is to make certain that the human promise of this nation is not lost in the economic promise of technology; that man does not become merely a by-product of a technical society. The threat of technology -- of automation -- does not lie in the apparatus itself -- technology is neutral. The threat lies in ourselves and the way in which we look at technology, for this determines what we do with it.

We must view technology, not as an end in itself, but as a means to an end, that end must be determined by man himself. Short of this, we must concede to Erich Fromm that while we have the technological 'know-how,' we do not have the 'know-why' nor the 'know-what-for.' Such a concession could only lead to the brink of disaster.

Unless we as people, on a local and national level, accept our responsibility for educating in terms of social as well as technical competence, our lack of vision and perspective could lead only to a state of human automation. Such automation is suggested by Leonard Wibberly, author of 'Take Me To Your President,' who writes admirably about the threat of our qualities as human beings.

I do not doubt for a moment that, within the decade, mankind will invade the moon. But what concerns me is the kind of man who first disturbs with his ponderous feet the dust of lunar landscape. Will he be merely a highly trained calculating machine, putting his trust in his knowledge of science and mathematics, or will he be, in addition to this, a rounded human being, skilled in technicalities as he must be, but conscious of and humble before the great questions of creation, of life's miracle and death's mystery? Will he take with him a few volumes of scientific works with which to ward off the black cold of spacial solitude? Or will he carry with him that love of beauty, which is love of truth, which is love of God, which is the foundation stone of civilization?"

Following Dr. Proehl's presentation, the U. S. Naval Air Basic Training Command, Pensacola, Florida presented the Naval Air Training Command Flag Pageant consisting of 27 Naval and Marine Aviation Students. The Pageant was presented to show the history of our Flag and to instill in us a spirit of National Pride. Ten of the participants were dressed in authentic period uniforms depicting important eras in our National Growth. Seventeen flags vividly portrayed significant influences in our country's history.

The 50 piece Naval Air Basic Training Command Band, under the direction of Arthur L. Symington, accompanied the Pageant with appropriate musical selections.

Since its debut in June 1962, the Pageant has gained national acclaim by performances throughout the United States before an estimated total audience of nearly two million persons.

THIRD GENERAL SESSION

Tuesday, August 6
9:00 A.M.

Presiding - Dr. Carl W. Proehl

PEOPLE, EDUCATION AND BUSINESS & INDUSTRY

The third general session featured three speakers: Mrs. Alice Widener, Dr. Melvin L. Barlow, and Warren G. Rhodes.

HOW TO HELP YOUTH

Mrs. Alice Widener
Magazine Publisher and
Newspaper Columnist

"Our wrong-way public school system is ruining big city life and greatly injuring family life in America."

The following are quotations from Mrs. Widener's speech.

"A terrible disservice is being done to our young people today by intellectual leaders, insurance and banking executives, by government and industrial leaders who keep on telling young people they are destined for poverty and inferiority unless they get a college degree. Less than a fourth of American youth are graduated from a four-year college course and earn a degree. Why not train the three fourths so they can answer the basic employment question, 'What can you do'"?

"The slogan 'every boy and girl should have a college education' is the main cause of youthful unemployment, juvenile crime and teenage narcotics addiction. What is the Job Corps? A multi-billion dollar vocational and technical education program offered to young people years too late in their young lives. Had they received such education earlier, they wouldn't be in the Job Corps."

"A major part of the roadblock to the success of Vocational, Technical and Adult Education is the U. S. press. The necessity for every child to obtain a college degree is much over stressed and results in the international problem of youth, being driven out by a school system which is not suited to their needs."

"In enacting our child labor laws we have pushed them to the opposite extreme making it difficult for these youth that need jobs to obtain them. The great difference in the realistic situation of the world around the youth of today and what they are being taught in school. This leaves them totally unprepared for what they encounter when they leave school."

"A sound vocational program will solve many of the ills of our society. Vocational educators must be more aggressive and use every means of mass communications to advertise their product, and to build an acceptable image for vocational education. This job will not be easy because most editors of the big publications are 'intellectual snobs' and have very little sympathy for occupational education."

VOCATIONAL EDUCATION: ITS RESPONSIBILITIES TO PEOPLE AND ITS INTERRELATIONSHIP WITH BUSINESS AND INDUSTRY

Dr. Melvin L. Barlow
Professor of Education
University of California, Los Angeles
and Director, Vocational Education
University of California

"The addition of vocational programs to the curriculum is a great democratizer for secondary education."

The following is an abstract from Dr. Barlow's speech.

Vocational education was invented by the American people for their own good. The words "of the people, by the people, and for the people," fit the situation perfectly, because people in this case means self-sufficient citizens as members of a dynamic labor force.

Vocational education originated as a social institution in response to a definite social and economic need. Although the idea of elementary schooling has been pretty well sold and high school education was catching on rapidly, less than 20 percent of the persons of high school age were in high school. The dropout problem at that time was the eighth-grade dropout.

The addition of vocational programs to the "sterile" and "impractical" high school curriculum was hailed as a "great democratizer for secondary education because the subject matter would meet the needs, interests and objectives of a larger number of students.

During the development of the foundations of vocational education -- from 1906 to 1917 -- a number of principles evolved which show clearly an intent of developing a vocational program for people, in accord with the needs of business and industry, compatible with American goals in general.

Among the principles evolved were:

1. The first task of vocational education is that of making good citizens.
2. No vocational school (or program) can turn out a finished journeyman, but it can develop the material out of which a finished journeyman can be made.
3. Vocational programs should be open to all students.
4. In order to establish vocational education on a firm and lasting basis, interests of employee and employer must be equally considered.
5. Both general and technical education are important as a means of prevention of the waste of human resources.

Society cannot continue to expend vast sums of money for high schools and universities and neglect the ninety percent of the students who go into vocational life improperly prepared, without repudiating the reasons usually given for having schools of any sort as a public charge.

Education from the cradle to the grave cannot ignore the imperative necessity of education for work.

THE NEW LABOR FORCE: A CHALLENGE TO INDUSTRY AND EDUCATION

Warren G. Rhodes, Specialist
Educational Relations Operation
General Electric Company

> "Groups of individuals at both ends of the socio-economic spectrum are testing and probing the values of institutions and patterns of life long held sacred."

The following is an abstract of Mr. Rhodes' speech.

One of the big challenges facing business, industry and education today is the preparation of people for meaningful lives in which the basic wants are satisfied, not by charity or a dole or government-guaranteed income, but rather through productive, challenging and rewarding work.

This year there are more jobs than qualified people and a labor force that doesn't even remember the 30's or 40's--it is a totally new labor force spawned in the "baby boom" following World War II, and operating in a totally new socio-economic environment.

This new generation of working people is much younger, better educated, and more sophisticated with a whole new approach to the world of work. Over the next ten years, population experts predict that the percentage increase in the number of working Americans under 25 will be nearly twice that in any other age groups.

There will be an increasing number of eligible working people from minority groups. One out of five of all new entrants into the work force will be Negro. Another group will include many disadvantaged, under-educated candidates, principally Negroes and other minorities from the great urban centers and rural communities. More women, mostly in the over 45 category, will also be a part of the new generation working people.

The new generation of working people--the "big middle group"--represent a major source of largely undeveloped and untapped brainpower, talents, skills and aptitudes.

Economists generally are predicting continuing economic growth and higher levels of employment. There will be thousands of job openings for these people in business, manufacturing, the fast growing services, trade and finance industries, as well as in government, education, and non-profit organizations, if they are properly trained.

There is a desparate need to improve, enhance and embrace the work of guidance counselors. These individuals could do more for students if the administration would allow them to perform their counseling function, rather than homeroom, attendance and other routine assignments. There also is a need for team-counseling (industry-education) in many phases of vocational-technical education.

Where do the facilities of vocational-technical schools come from? How do educators update their education? If the college and university teacher-education programs are not revamped, future instructors must be recruited from industry.

We in industry recognize that we have some mighty talented individuals working for us but we also believe that, placed in the educational environment, these individuals could contribute to the over-all objective of education and industry. The multiplier factor would be extremely important to all concerned.

Administrators of vocational and technical institutions would prefer to recruit from experienced industrial personnel. However, the professional, academic-minded educators sitting on teacher certification agencies seem to be wedded to out-dated and outmoded certification standards with no divorce or separation pending. In industry, an individual is evaluated on his individual contribution to an organization, not his certification or pedigree alone.

Only if we conceive our education and development responsibilities in time with the world of work can we hope to have any chance of developing trained manpower of the right quality, in the right quantity, and at the right time. And, only if we fulfill these responsibilities, will the education and business community play its full and proper roll in advancing individual opportunity and social progress.

CONFERENCE BANQUET

Wednesday, August 7
7:00 P.M.

Master of Ceremonies - Dr. Joseph Crenshaw
Assistant Commissioner
Curriculum & Instruction

The banquet commenced with an invocation by the Reverend Richard Roland, Pastor of the Riverside Avenue Christian Church.

Dr. Crenshaw read a telegram received from the Honorable Hubert H. Humphrey, Vice President of the United States, addressed to Vocational, Technical and Adult Education of Florida.

> "I want to commend you on the fine job you are doing in the field of education. Only through education can we eliminate the blight of poverty and dispair in America, and build the kind of society we want. No task is of greater priority or will provide us with as great a reward."

The nationally famous Naval Air Training Command Choir from the "Cradle of Naval Aviation," U. S. Naval Air Station, Pensacola, Florida, presented a program of light classical choral music. The 40 singing officers, under the direction of Lt. (JG) David S. Carlson, USNR, are a volunteer group of Naval Aviation and Marine Aviation flight students who have been heard and enjoyed by the general public in local concerts and on radio and television programs throughout the world, just as they were enjoyed by the banquet participants.

TEN COMMANDMENTS OF HUMAN RELATIONS

James E. Gorman
Executive Vice President
Florida Retail Federation

"The history of man goes from bondage, to freedom, to affluency, and back to bondage."

The following is an abstract of Mr. Gorman's speech.

The gap between business and education is the most tragic gulf in American society. We in business can't survive without you, and we don't believe you can survive without us. We will fail miserably if we don't begin to live together.

The founders of America never expected that the United States would be a world power, economically, militarily, or morally--or that the

U. S. would have the most complete educational system the world has ever seen. However, the ills of American society--the gap between groups and individuals, and its excessive affluence--will lead to its decline unless ways are found to improve human relations.

The history of most civilizations has been characterized by a cycle from bondage to freedom to affluence, and then back to bondage. The U. S. has reached the stage of affluence and I shudder at the next step if we follow the process that has been unrelenting in the history of man.

A possible solution to this problem is for all Americans to follow the "Ten Commandments of Human Relations:"

1. THOU SHALT LOVE PEOPLE--
   All other commandments stand or fall on the first one.
2. THOU SHALT DEVELOP THY UNDERSTANDING--
   This does not say tolerance, which means to put up with, but understanding of individuals for what and who they are.
3. THOU SHALT COMPLIMENT MORE THAN CRITIZE--
   To critize is human and often painful--to compliment is devine and always helpful.
4. THOU SHALT NOT ARGUE--
   It is possible to live a useful and successful life without ever winning an argument but--it is not possible to live such a life without winning friends, and no one can win both.
5. THOU SHALT NOT GET ANGRY--
   The display of uncontrolled anger is a display of a weakness in character. It can result only in hurt.
6. THOU SHALT BE KIND--
   Kindness causes men to give of their substance for the needy. It causes men to give of themselves that others can find meaningful lives.
7. THOU SHALT HAVE A SENSE OF HUMOR--
   The tensest moments of history have been eased by a good laugh. The strength of America is her ability to laugh at herself.
8. THOU SHALT SMILE--
   It's easy enough to be pleasant when life goes like a song, but the man worthwhile is the man with the smile when everything goes dead wrong.
9. THOU SHALT PRACTICE WHAT THOU PREACHEST--
   Hypocrisy is one of man's most despicable failings. Man's greatest achievement is living up to his own ideals.
10. THOU SHALT GO TO SCHOOL--
    America's Judeo-Christian tradition teaches that the Creator is the source of all wisdom on Man's Relationship with Man. The devout practice of these teachings is the only source of Peace.

SECTION II

Sectional Programs

ADULT EDUCATION

Wednesday, August 7

Morning Session

James R. Dorland
Associate Executive Secretary
National Association Public School
Adult Educators

"The Future of Adult
Education in America"

The following is a summary of Mr. Dorland's speech.

The essential question for us to consider today is this: Are the futures of adult education and America identical, separate or intertwined? My remarks are designed not to provide you with ready answers but to focus on some of the principal problems/challenges facing our society as a whole and some of the problems/challenges facing the field of adult education. It will be up to you to decide what the interrelation between the two are and what they should be. Let us first look at four of what I consider to be American society's great challenges--and in most instances these are also major problem areas.

1. The violence syndrome--how to cope with it. Civil disorders, racial problems, declining respect for what we have traditionally called "law and order, and violent challenges to all forms of authority; all of these things vex us during this 'long, hot decade.'"
2. Internationalism--living peacefully with other countries. A series of wars has drained our national resources and sapped our spirit to the point where many of us are questioning many of the basic assumptions on which our foreign policy has been built. In a period of high production and unparalleled technological advancements, we still haven't learned the fundamental lesson of how one country can exist peacefully with another while each pursues its own national objectives.
3. Conservation of physical resources with which America has become singularly blessed. Pollution of our air, water and soil has become a national disgrace. Conservation no longer means only "save the forests," but it also means save and conserve the very air we breathe and the water we drink so that future generations--as well as our own--can enjoy our natural heritage which we describe (almost euphemisitcally, it seems at times) as "America the beautiful."
4. Maximum utilization of human resources. Since our greatest resource is our people, how can we prepare more of them for full-scale citizenship and how can they continue to lead useful, contributing lives even after they reach the age from which they are forced to retire from their regular careers.

The field of education has its own special set of challenges. Four of them are:

1. Acceptance within education and by society that adult education is something more than a "junior partner." Because of the American philosophy that education is essentially for young people, adult education has long languished in the periphery of the American education scene. Lack of clarity as to task definition and role clarification of adult educators, and indistinct identification as to whether or not adult education is a separate discipline--these have held back the full-scale acceptance of adult education.
2. Provincialism or smallness of spirit of many adult educators. Within the ranks of a struggling field, we have also had these "in-house" confrontations: adult basic education; general adult education; adult education; vocational-technical education; public school adult education - Community Action Programs; college of education-extension division; USOE-OEO-Labor-HUD. This doesn't imply that there is not cooperation between the groups mentioned above, but there is enough evidence of tensions resulting from these confrontations for us to recognize it as an important problem which adult educators must face.
3. Institutionalism program polarization resistant to change. Because a particular program was first offered in the public schools or the churches or on television or in any one institution doesn't necessarily mean that this is the best place for it to be or that it should remain there. A lasting answer is seldom found in adult education or elsewhere, adult educators must be especially sensitive to changing needs and changing times. There are occasions when a new institution can accomplish objectives which an older institution finds outside its reach.
4. Federalism--how to live with uncertainties of programs funded outside the local community or the state. A decade ago federally-funded educational programs were a rarity; now they are an accepted way of life with funds coming from such federal agencies as the Office of Education, Office of Economic Opportunity, Departments of Labor, Housing and Urban Development and others. Forward-funding is still the exception and not the rule, and adult educators have learned to live with an uncertain level of funding. How to maintain consistency of program from year to year has become a vexing and a major problem.

Obviously, I have touched upon just a few of the big problems facing our society and the field of adult education. It seems to me that what we as adult educators must do above all is ask ourselves this searching question: Is adult education relevant to our society and the problems we face? If society and adult education have completely different concerns, then I am afraid we in adult education have missed the boat. Each of us must assess his own way, but I do have a suggestion or two for us as a group of adult educators.

Let's think big, act big, and talk big. Let's seek and use power--legislative power being at the top of the list. I think there is an analogy between the civil rights movement and the adult education movement; I think both movements are starting to reach a peak at the same time. As adult educators, we have a magic moment in a troubled society which we must seize: if every adult educator perceives himself as a change agent whose primary target is the problems of society as reached through adult education, we can make a difference. Why can't the future of America be strongly influenced by adult educators?

Panel Discussion

Moderator: Dr. William L. Maloy, Assistant Dean
College of Education
Florida State University

Panel: Dr. Merrill Symonds, Dean
Okaloosa-Walton Junior College

John E. Miklos, Conference Coordinator
Continuing Education
Florida State University

C. A. Bellum, Local Director
Vocational, Technical and Adult Education
Sarasota County

Special guest panelist were:

Mrs. Connie Newman, Program Analyst
Office of Economic Opportunity

Morris L. Brown, Acting Director
Adult Education Branch
U. S. Office of Education

Dr. Maloy addressed himself to the proposition that often those needing help were the most difficult to approach.

Mrs. Newman recommended that the programs discussed by James Dorland could be effective in combating the poverty-violence syndrome which is tormenting the United States at present.

Morris Brown was concerned with the promotion of human relationships and broadening of friendship throughout the world as well as in the vocational, technical and adult local community area.

Dr. Symonds spoke on the development of a model society.

John Miklos was concerned with the outlay of federal guidelines, leadership and evaluation. If county and state level agencies fail to play their role in this respect then we can expect programs and projects to receive more direct federal attention.

C. A. Bellum urged that more should be done with the funds we already have. Decisions must be made immediately and all should "get on with the business of doing both."

Wednesday, August 7

Afternoon Session

John W. Seay, Deputy Commissioner
Florida State Department of Education

"Future of Adult Education in Florida"

The following is a summary of Mr. Seay's speech.

John Seay spoke on programs and projects as they are now and as they could be a decade from now if all adult educators in Florida would combine their efforts to make progress possible. The following are quotes from his speech.

"Ten years hence, the concept of 'cradle to grave' or continuous education will be almost universally accepted. With constantly increasing awareness, people are realizing even at this time, that education is a process which extends throughout life. In 1965, the Federal government became sufficiently concerned with adult education to pass legislation greatly aiding in its improvement. It is not too great an expectation, in the succeeding few years, for Washington to envision and support the concept of continuous education. With the acceptance and belief in this philosophy and the funding in line with the philosophy, many new vistas will be afforded."

"In its new respectability, the discipline of adult education will join the cooperative efforts of behavioral scientists and will work in conjunction with social and biological scientists. Adult education will be of primary rather than secondary importance to the federal government and it will also have become abundantly clear that certain skills and information become dated and obsolete. The expression 'knowledge gets old' may have been of crackerbarrel origin, but it recognizes the need for new teachers and new approaches - consequently, we will have more pressure for adult education for all people."

"As adult education progresses to a more comprehensive role, more effective organization will be required and more leadership will be forthcoming. This will be true not only through the hierarchy of publicly funded systems but because of the assistance of local advisory councils and perhaps a greater emphasis from organizations such as NAPSAE and AEA."

"For a moment let me comment upon two ongoing programs in Florida. The first is the General Education Testing Program. Since 1952 we have witnessed a growth of over 10% annually. There have been 47,411 diplomas awarded with 4,090 issued in 1967 alone. The second program in this category is the High School Completion Program at the local level. This program is considered by many adult educators as the backbone of publicly funded adult education. Since its beginning, there have been 43,074 high school diplomas awarded with 4,338 issued in 1967 alone."

"We have small local schools, inadequate programs, insufficient materials and a paucity of visionary administrators. In Florida, we have many small counties which could benefit by an educational alliance if we could convince local authorities that there is small loss in prestige and great educational advantage throughout school systems by consolidation. To further the cause of adult education, an additional administrative unit could be given in cases where certain grouping is accomplished. It has taken roughly a decade for us to agree to consolidation of schools within a county and not without trials and tears. Perhaps in 10 years we can postulate county consolidation in education."

"Ten years from now we will have undergraduate courses of instruction for adult education teachers. The creation of many new adult schools and expanding programs will necessitate the employment of full-time adult education teachers. When the universities are assured of this they will offer the required courses. With undergraduate degrees in adult education and a full-time adult education job, we can expect more dedicated teachers than ever before."

"A few years ago our adult education teachers were utilizing pre-adult, elementary and secondary educational materials. The innately good adult teachers constructed their own teaching materials for adults since there was practically nothing produced commercially. At this time, we have such a great volume available that we have produced a State Department of Education annotated bibliography of printed materials of adult basic education alone. We are now in the process of producing a similar volume of 'hardware' materials such as films, filmstrips, slides, tapes, and transparencies."

Panel Discussion

Moderator: Floyd Peters, Director
General Adult Education
Dade County

Panel: Don Cammaratta, Director
General Adult Education
Hillsborough County

Richard J. O'Mara, State Supervisor
Counseling
Florida State Employment Service

Chalmers Murray, Coordinator
Adult and Veteran Education
Broward County

Emmett Roberts, Director
State Department of Public Welfare

James H. Fling, Director
Adult and Veteran Education
Florida State Department of Education

James Fling reviewed the splendid cooperation which was received from the State Department of Public Welfare, Florida Employment Service, Manpower Development Training, State Board of Health, Vocational Rehabilitation Section, the Governor's Office of Economic Opportunity and Commission on Aging. He noted with special emphasis the complete cooperation of various programs such as State N.Y.C. (Neighborhood Youth Corp) programs, Adult Migrant and Seasonal Farm Workers programs, model cities and Pilot Demonstration Centers.

Chalmers Murray made statements to the effect that adult education in the future will focus on inter-agency cooperation, a melding of restrictive measures and will involve development in the direction of the older citizens in Florida.

Don Cammaratta said, "We in adult education are developing guidelines whereby there will be meaningful experiences for the students. In order to do this we must have the kind of learning processes that society needs now and know what the needs will be in the future. In adult education we must learn to measure adult progress more effectively. It is necessary to develop effective pre-service and in-service programs for instructors who are well grounded in the philosophy and basic premises of adult education."

Emmett Roberts talked on human resources - said welfare nationally was looking for a new way of meeting the needs of people. The Work Incentive Program was one such national change. He described the role that adult education would play in the Work Incentive Program (WIN) for those who need further education and training before entering the labor market. He also described how agencies had to pool resources to serve people and gave the example of Project WORK and what was then happening in Gainesville in Project CONCERN. Also, he gave statewide statistics of the number of recipients in each category of assistance - emphasizing the Aid For Dependent Children (AFDC) Program which had the greatest need and potentiality for using adult education services. The majority of AFDC recipients did work; however, many of their jobs were either seasonal or they were unemployed. Again he emphasized the need for adult education services to up-grade students and put them into salable market.

Richard O'Mara said, "If the counselor is truly interested in helping his counselee and does not play at being a counselor and if he has respect for and understanding of his counselee then regardless of the kind of counselee he serves (young or old, black or white), he will be a good counselor. I do not feel that it is necessary for counselors to specialize. The counselor must know a great deal about the world of work and the changes continually taking place. The counselor is responsible for getting this information to the counselee."

Thursday, August 8

Morning Session

Dr. Lou Meeth, Director
Adult Education
Pinellas

"Future of Adult Education
in the County"

The following is a summary of Dr. Meeth's speech.

Dr. Meeth reported progress and problems in the counties. He warmly requested that the state staff develop special capabilities and competencies which would be of great benefit when brought to the counties.

Pinellas County has an effective buying income of 4 million dollars per square mile. This county also has approximately 1 million annual visitors. The population of this county spends more than 37 million dollars a year on traveling and vacations. The vacation months are June, July, August and September. The older population, 65 years and over, is very mobile. Of those who spend a month or more on vacation, 80% are 65 and over. This group travels all over the world. They are interested in languages and culture of the counties to which they will go.

If we are to fill adult teacher slots with well-qualified persons, on a local level, five things must be accomplished:

1. Provide more adult teacher education courses locally.
2. Provide time for part-time teachers to attend in-service training programs, the same as provided for full-time day teachers. The best teachers are necessary for remedial programs, such as, basic education and high school completion programs, especially because these teachers must be exceptionally good teachers to help counteract some of the reasons why persons are attending these programs.
3. Treat the part-time adult teachers with the same respect and consideration as other teachers by making it possible for them to participate in teacher benefits such as retirement, or Social Security, leave time for illness, etc.
4. Provide a curriculum coordinator to work with teachers in developing functional curriculum guides suitable for adults for individual

progression. The courses of study must encompass a good foundation with essentials of the field or subject studied, with additional enrichment expansions or extensions. The coordinator must be experienced in the use of all methods and techniques in adult education and in the use of audio-visual aids, and all other types of teaching devices in order to help teachers use them.

5. Teachers in adult classes should be provided with every appropriate teaching aid and device that will assist them in helping adults learn and change old habits of thought and conduct in an informal setting and manner.

Adult guidance counselors must be provided in increasing numbers to work with persons needing basic education and high school completion programs especially.

Adult counselors should be provided for the elderly, 55 years of age and over. They should also be provided for the general enrichment and self-improvement courses and for community action programs.

Panel Discussion

Moderator: Ralph Upton, Director
Vocational, Technical and Adult Education
St. Johns County

Panel: Al Grasso, Instructor
Adult Education
Duval County

Dr. C. R. Crumpton, Director
Manpower Development and Training Program
Florida State Department of Education

Lee Roberts, Director
School Accreditation
Florida State Department of Education

W. C. Burdeshaw, Director
Adult Education
Jackson County

Al Grasso compared previous operation of Adult Basic Education (ABE) with the present ABE programs now receiving federal financial assistance. With the funds given Duval County, it really did not produce enough. Badly needed are workshops for pre-service and in-service training for teachers which are organized and taught by experienced adult education teachers.

Dr. Crumpton stressed the pleasant relations between Manpower Development Training (MDTA) and the Adult Education Section. The excellent cooperation was responsible for the success of his programs. Dr. Crumpton reviewed the programs in each Adult Migrant and Seasonal Workers program center and looked forward to doing it again next year. In working closely with James H. Fling, Dr. Crumpton spoke of a possible intergration of programs of Adult Basic Education and MDTA for mutual benefits.

W. C. Burdeshaw said adult education must be carried to the people by providing as many centers as possible. Individualized instruction should be provided to allow an adult student to make as rapid an advancement as he can. Adult teachers and supervisors must love their work and seek better ways to reach their students in their county.

Lee Roberts discussed possible new accreditation standards. There was considerable interest in this topic and another meeting was planned. Lee Roberts reacted favorably to the speech by Dr. Meeth.

Thursday, August 8

Afternoon Session

Group Meetings

Group I - Supervision
Group II - Administration
Group III - Organization
Group IV - Curriculum
Group V - Guidance
Group VI - Teacher Recruitment & Training

Upon returning to the conference hall, each group reported its findings for the benefit of the whole section.

Ralph Rosenberg, Consultant, Adult Education, Florida State Department of Education, made the final resumé of the group findings and the conference in general.

James H. Fling expressed appreciation of all participants and thanked those who labored to make the conference a success. The participants stated that they had learned much, made many friends, enjoyed the conference, and were looking forward to the next one.

AGRICULTURAL EDUCATION

Wednesday, August 7

Morning Session

Dr. Eugene A. Todd, Chairman
Department of Secondary Education
University of Florida

"Trends in Secondary Education Which Have Implications For Agricultural Education"

I. School System of the Future: The school system of 1990 will have these distinguishing characteristics:

- A. Education will begin before birth and continue until death.
- B. The home will be the independent study carrel. The community will be the classroom. The world will be our school district.
- C. Learning activities will be decentralized.
- D. The focus of learning and teaching activities will be on the inquiry process.
- E. The administrative process will be decentralized.
- F. Professional personnel will work with all kinds of people in different educational teams.
- G. All persons directly affected by educational activities will participate in the decision-making process.
- H. Special programs, as we know them today, will not be in existence.

II. A System of Educational Ideas: A system of educational ideas that provides for the individualization of instruction permits the development of a total program for vocational agriculture students. This system will help achieve acceptance by the professional personnel and student bodies.

- A. Children are different.
- B. Teachers are different.
- C. Continuous progress is the base for upward student movement.
- D. Organizing for the individual consists of fluid and flexible patterns of organization.
- E. Teaching and learning activities can take place anywhere at any time.
- F. All participants in the educative process are important and special.
- G. The focus of the instructional program is on ways of knowing and thinking.

III. Successful Curriculum Development:

- A. A unifying system of educational ideas facilitates successful curriculum development in a school district. This system of ideas will help attain the following objectives:

1. Provides the impetus for purposeful change.
2. Permits the measurement and evaluation of decisions as they relate to the system of ideas.
3. Encourages the decentralization of the decision-making process.
4. Ensures the proportionate allotment of human and physical resources to different instructional programs.
5. Eliminates divergent strands in a curriculum.
6. Reduces the opportunity for professional personnel to be at odds with each other.
7. Mandates the continuity of a total sequential program.

B. A system of ideas will specifically help vocational agriculture departments for these reasons:

1. Overcomes the isolation of vocational agriculture personnel and programs.
2. Easier to justify Vocational Agriculture to a Board of Education.
3. Enhances the Vocational Agriculture program in the community.

VI. Vocational Agriculture Personnel As Agents of Change: Vocational agriculture personnel can help ensure the development and continuation of a system of educational ideas by performing as "agents of change."

A. The Change Process:

1. The change process is global in nature.
2. The change process is built on commitments.
3. The change process means involvement of people.
4. The change process is relating things to each other.
5. The change process is the continuous acquisition, evaluation and application of information.
6. The change process requires the mutual sharing of responsibility and pressure.

B. Conditions Affecting The Organizing of School Districts For Purposeful Change:

1. Administrators at all levels consider administration as the initiation, activation, management, and implementation of purposeful change.
2. There must be a unifying system of educational ideas applicable for all schools within a school district.
3. Measurement and evaluation of decisions must be in terms of the system of ideas.
4. Administrative activities must be dispersed and decentralized down to the level of innovative whenever possible.
5. Educational terms must be used as often as possible to ensure the utilization of human talent with a school district.

6. Creative conflict must be an inherent characteristic of a school district organized for purposeful change.
7. School districts must establish an environment in which the search for truth can flourish from the classroom to the meeting room of the Board of Education.
8. Professional personnel at all levels must be knowledgeable about the politics of education and at appropriate times function as political activists.
9. School districts must permit citizens, parents, and taxpayers to participate in the decision making process.
10. School districts must be deeply committed to providing educational opportunities for all students thus maximizing purposeful change.

C. Need Professional Committments: Vocational teachers must make the following professional committments if they are to function as "agents of change."

1. Committed to providing opportunities for all students
2. Committed to being all seeing
3. Committed to maintaining professional competencies
4. Committed to establish an environment in which the search for truth can flourish
5. Committed to perform as administrators
6. Committed to abandoning long-held notion that "we are vocational agriculture teachers and our students are the only students with unique needs and we are the only teachers with special need"
7. Committed to being supporters of changes they recommend
8. Committed to helping students develop values that reflect our democratic heritage

Panel Discussion

Moderator: C. M. Lawrence, Director
Agricultural Education
Florida State Department of Education

Panel: Gert Schmidt, President
Florida Tractor Corporation

John D. Stiles, Director
Division of Marketing
Florida State Department of Agriculture

Jim Griffin, Executive Secretary
Florida Nurserymen and Growers Association, Inc.

Cecil Butler, Farmer

Question: What training skills, knowledge and work habits do you want prospective young men to have when they apply for jobs?

Gert Schmidt: There is a need of salesman, parts people, office managers; the greatest need in parts operation. The teacher's job is to determine in what direction a student should go (aptitude). More emphasis should be placed on manual labor in the future, and training should continue after employment.

Jim Griffin:
1. Get the students to accept responsibility
2. Follow details
3. Learn to establish and to keep records
4. Learn to communicate

Question: What kind of job experiences can you offer to in-school students? What should the school do to supplement the job experiences?

Harold Kastner: Practical job experience - let the students participate in demonstrations.

Gert Schmidt: Urge agriculture-related industries to employ more students in supplementary jobs.

Question: Should the school prepare the student for a particular job, or should unions assume responsibility for training workers, especially in-school students?

Cecil Butler: Students should not be prepared for a particular job, but they should be prepared mentally for a job of any kind.

Jim Griffin: Students should secure a basic foundation in order to be prepared to move in any related job, such as agricultural economics. Labor trained by management is lost.

Gert Schmidt: Specific skills enable a person certain jobs. Some previous experience in a certain job will help to get a similar job easier than just having a little knowledge in different jobs.

Question: What jobs are open now? What will demand in 5 years be? 10 years?

John Stiles: According to the United States Department of Agriculture, the marketing field is wide open. A higher education is needed for work in the foreign marketing service to sell the products throughout the world.

Gert Schmidt: Farm equipment sales jobs are available. Travel representatives are needed now and will be needed later.

Question: What are Agriculture programs doing in occupational training, and how should they be improved?

Harold Kastner: In marketing, more emphasis should be put on the art of communication; this is most important.

Gert Schmidt: Not able to offer theory and practical application while going through learning process.

Jim Griffin: Need the ability to communicate in supervisory jobs. Personality is going to make or break the opportunity. Bring out in students the ability to sell themselves.

John Stiles: Agricultural economy should be made alive through demonstrations and visits to plants. Transportation - move the products. Keep abreast by actual activities.

Cecil Butler: Teach the students that every movement is pushing them towards adulthood. They are being watched as future employes, supervisors, community leaders, etc.

Question: To what extent is the agricultural industry willing to participate in improving the training of future employees?

Gert Schmidt: Dealers would be interested in helping with training process.

Jim Griffin: They will place students while still learning - to get training.

John Stiles: Are willing to establish workshops, also grading score cards.

Cecil Butler: They already work 15,000 children from 12 to 18 years of age.

Question: Do you feel that the post-high school programs are putting out a product that the industry can accept and pay adequately?

Gert Schmidt: Too early to say - post-high school programs are too new. Agriculture is number one income - 6% directly involved in agriculture. Build a modern image.

Jim Griffin: Pleased with what he has encountered; adequately paid. Agriculture in general has a poor image through adverse publicity. Be on alert, solicit any opportunity where people gather to improve the image. Create an image that there is dignity in agriculture work!

Conclusion

Cecil Butler: Urged the teachers to give our young men motivation and vision to the future, and progress will be assured.

John Stiles: In order to produce more, be more economical, give consideration to marketing just as to producing. Education needed - first, someone able to think and impress the importance of agricultural industry. There is a need for a basic course in economics and concepts - will produce a new vision of agriculture.

Jim Griffin: Agriculture is the backbone of keeping a nation strong. An understanding student makes a good employee, good citizen. Teach and motivate students to do good work.

Gert Schmidt: We need more employees in farm mechanization. It is a relative need - less people operating, more machinery. On-the-job training in a farm operation is a sore need.

Harold Kastner: Concluded the statements by wishing good luck in our endeavor.

Wednesday, August 7

Afternoon Session

Group Meetings

Group I - Curricula for Students with Special Needs
Group II - Curricula for Secondary Programs--Basic Course.

Major points emphasized:

A. The classroom instruction should be coordinated with practical experiences, plants and animals.
B. The first two years should provide for exploratory experiences to assist students in deciding upon a life vocation.
C. A report was given on a pilot program which involves groups of 8th grade students enrolled in 12-week sessions. They are given information on the broad field of agriculture and opportunities offered in this field. They are also briefed on what to expect if they enroll in vocational agriculture in high school and perhaps continue their agriculture education in post high school institutions.

Group III - Curricula for Secondary Programs--Advanced

A. Master Plans should be implicated and carried out as:

1. Introduction of Course Program
2. Plan: for the first day of school
3. Plan: for each activity that implicates a skill, are particular section of the program
4. Make resource material available

B. Programs of advanced curricula for secondary vocational agriculture carried out by vocational agriculture instructors:

1. Jack Millican, Umatilla High School Program:
    a. Basic AG I - 2 classes, 1 hour block each
    b. Basic AG II - 1 class, 1 hour block each
    c. Advanced AG III - 1 class, 2 hour block each
        (1) Procedure:
            (a) Student and teacher select cluster.
            (b) Student can select more than one cluster.
            (c) Student learns to organize, analyze, and evaluate, and apply information in selected cluster.
            (d) Resources: Reference books, news articles, bulletins, films and slides, field trips and resource people (notebooks).
            (e) Experience activities allow for interest; meanwhile cultivating a desire to develop skillfully.

2. Richard Pape Program:
    a. Basic AG I - Two hours
    b. Basic AG II - One hour
    c. Advanced AG III - One hour:
        (1) There are five clusters in Advanced Agriculture:
            (a) Livestock
            (b) Ornamentals
            (c) Sugar cane
            (d) Vegetables
            (e) Shop
        (2) Students select clusters of their interest and thus become responsible for carrying out the practices relative to that cluster.
        (3) A group leader is selected each sixth week period and presents his program for carrying that particular cluster, he is also responsible for the group learning activities and practices as daily records, cluster experiences, equipment maintenance.
        (4) A student may remain in a cluster for a period of two years.
        (5) Evaluations and analysis are made at the end of each sixth week period by the instructor.

3. Tom Stoutamire Program:
    a. Advanced Agriculture Program - one block hour.
    b. Clusters are changed each year.
    c. A student may select one or a combination of clusters (no more than two).
    d. Students who select these clusters may or may not work with experiences relative to the cluster.

Group IV - Curricula for Post High School and Adult Programs

Major points emphasized:

A. Industry needs help.
B. Technically oriented people are needed (in one 9-hole golf course it took 80,000 feet of electrical wire to operate the automatic sprinkler system).
C. We all need: curriculum, students, and then jobs.
D. Schools and industry must work together through Advisory Committees to work out curriculum problems and job placement.
E. Schools should decide if they want to offer college parallel or terminal courses.

The group wondered if there should be duplication of courses in different schools. It was generally conceded that post high school programs should be narrow and specialized. Supply and demand will determine salary paid. We all need to publicize our programs. The question "will industry pay for qualified employees" was discussed with no concrete answer arrived at.

The agriculture program at Central Florida Junior College has progressed in three years. A quarter-million people are needed in mid-management in agriculture fields in the United States.

It was moved by the group that the State Department of Education set up some kind of workshop or conference for teachers and administrators who are primarily interested in post high school education.

Thursday, August 8

Morning Session

Dr. Charles A. Cate
Assistant Professor
Agricultural Education
University of Florida

"Use of Educational Media in Instruction"

I. Areas Covered:
    A. Communications (general)

II. Media Used:
    A. Overhead Projector
    B. Movie Projector:
        1. Time lapse photography
        2. Animation
        3. Actual photography and animation

C. Film - very dramatic means of presentation
D. Slides with tape recorder

Mrs. Lucy DuCharme, Coordinator
EVT, Audio-Visual Materials
Polk County

"Use of Instructional Material Centers"

Major points emphasized:

A. Methods of mounting materials
B. Tape recorder
C. Carols
D. 8mm single concept film (use Super 8)
E. Free film service
F. Transparencies
    1. Use
    2. Production
G. Use of Spirit Master for producing copies of ditto
H. County facilities

Thursday, August 8

Afternoon Session

Dr. Leon Sims, Director of Planning
Division of Vocational, Technical
and Adult Education
Florida State Department of Education

"Resource and Time Management"

The following is a summary of Dr. Sims' speech.

The most important thing vocational education teachers can do is to clearly identify their course objectives and to state them in behavioral terms so that the students will know what they are expected to learn, and how well they are expected to learn, and in what specified time. The teacher should devote more time to the identification of the behavioral objectives for students so as to insure that the material to be covered will include the areas of student needs and interests. To do otherwise, the teacher lessens the effectiveness of the course of study while at the same time increasing the disinterest of the student.

As an example, "a course objective," which simply states that the course is to teach a student to weld, is insufficient, because there is no identification of what type of welding is to be studied or what kinds of welds will be taught.

Every local vocational education advisory committee should play a role in determining the course content because the committee members represent the industries in which the students are being trained to work. Responsibility for organizing local advisory committee rests with the local education leadership. In addition to the local advisory committee, there is also a state-wide advisory committee which represents the various areas of interests of vocational education.

A Symposium on, "How I Get It Done," followed.

I. Future Farmers of America - John Stephens, Teacher, Bushnell

   A. Explain what the Future Farmers of America (FFA) is to students and the opportunities it affords.
   B. Use examples of former FFA members.
   C. Work very closely with guidance counselor.
   D. Be sure that capable officers are elected for the FFA Chapter Program.
   E. Share responsibilities among all members of the chapter.
   F. Give constructive and destructive critism or the strong and weak points of students.
   G. Stress dependability and attendance.
   H. Construct FFA type mail boxes for members to use at home.
   I. Be sure that the chapter has adequate finances.
   J. Inform members how the money in the chapter's treasury is spent.
   K. Motivate members by awarding worthy boys for their accomplishments.
   L. Exhibit banners won and record the activity and year awarded.
   M. Seek support from school officials and community leaders.
   N. After the first two years, give honorary degrees to deserving people.
   O. Use resource people in community.
   P. Use the FFA as a showcase for a good Vocational-Agriculture Department.

II. Farm Mechanics - Richard Pope, Teacher, Clewiston

   A. Each student is teacher's assistant.
   B. Each 9th grade student records his shop work and skills in his notebook.
   C. Organize shop class.
   D. Shop foreman inventories tools twice per year.

III. Laboratory Practices - Darwin Bennett, Teacher, Deland

   A. One teacher is responsible for teaching basic agriculture and other teaching advanced agriculture.
   B. Introduce elementary students to farming experiences.

C. Form a good advisory committee and change individuals at intervals.
D. Make school farm a show place.

IV. Department Filing - Jack Russell, Teacher, Auburndale

A. Secure and maintain a good supply of books, reference books, bulletins, filmstrips, slides, and encyclopedias.
B. Maintain a good working relationship with the librarian.
C. Provide adequate space for storing material and audio visual equipment.
D. Mark text books and check periodically.
E. Orient students before they arrive into the program.
F. Number boxes and bulletins and provide students with a list showing the name of each bulletin and the number of the box where it is stored.

V. Office Details - T. A. Chocrane, Teacher, Fort Meade

A. Get reports completed and send in on time.
B. Maintain a good relationship with the principal and board members.
C. Try to provide or secure equipment needed to adequately get your work done.
D. Try to read current mail daily.

Thursday, August 8

Evening Session

Top honors in the annual Future Farmers of America (FFA) School Forestry Chapter Award contest were captured this year by the Brooksville FFA Chapter of Hernando High School.

The St. Regis Paper Company presented the winning chapter a check for $250.00. The Leon High School FFA Chapter in Tallahassee (Area I) and Palatka High School FFA Chapter in Putnam County (Area II) each were awarded $75.00 for placing first in their respective areas.

Announcement of the winners were made at the annual banquet for agricultural education teachers sponsored by the St. Regis Paper Company, Florida Power Corporation, Gulf Power Company, Tampa Electric Company and Florida Power and Light Company.

Judges for this year's contest were Carl Dennis of St. Regis Paper Company, Ron Jefferies of the Florida State Department of Education, and A. D. Stanchfield of the Florida Forest Service.

A "Teacher of Teachers Award" was established this year by the Florida Vocational Agricultural Teachers Association to reward those vocational agricultural teachers for encouraging their students to enter the teaching field. Bronz awards will be given to those teachers who have one or two former students who have taught vocational agriculture for at least one year; silver awards will be given those who have three or four former students who have taught vocational agriculture for one or more years; and golden awards will be given to the teachers who have five or more former students who have taught vocational agriculture one or more years.

Recipients of the bronz awards were Ray Arrington, Plant City; L. O. Baldwin, Branford; T. L. Barrineau, Tallahassee; Darwin Bennett, Deland; Rex Bishop, Miami; J. W. Brown, Sneads; R. A. Campbell, Groveland; Dwight Ellis, Kathleen; Reed Franz, Largo; Dean Griffin, Lake Placid; L. W. Harrell, Winter Haven; Paul Hutchins, Starke; W. L. Lawrence, Ocala; Don Hurst, Bell; L. A. Marshall, Tallahassee; W. R. Miller, Ocala; Isaac Mitchell, Delray; O. H. Neal, Leesburg; Noma R. Norman, Pahokee; G. C. Norman, Tallahassee; F. L. Northrop, Gainesville; R. B. O'Berry, Bartow; W. E. Priest, Hawthorne; J. K. Privett, Bartow; O. Z. Revell, Tallahassee; E. R. Scott, Madison; O. T. Stoutamire, Sebring; T. P. Winter, Palmetto.

Recipients of the silver awards were Otis Bell, Gainesville; B. G. Cromer, Miami; C. A. Platt, Wauchula.

Recipients of the golden awards were Rex F. Toole, Marianna; C. M. Lawrence, Tallahassee, John A. Lawson, Jr., Sanford; W. T. Loften, Gainesville; John C. Russell, Eustis; Orton E. Yearty, Havana; and J. B. Green, Tampa.

The Owls Service Club, an organization sponsored by the Florida Vocational Agricultural Teachers and comprised of teachers who have taught agriculture education for ten or more years, honored a number of its members too. Ten were awarded ten-year service pins and eleven were awarded twenty-year service pins.

Wednesday, August 7

Morning Session

General Session
(8:45-10:30)

Mrs. Alice Widener Magazine and Newspaper Publisher	"People, Education, and Jobs"

The following is a summary of Mrs. Widener's speech.

If we lose our communication, we are going to lose our civilization. Communication with one's fellowmen depends on speech and writing. We are losing both speech and writing in our country.

When students see the need for reading and writing skills, they love the study of our language. Their whole minds expand; they build up new cells because it has been proven that when a person learns a new language that the brain builds space for it. "Are you going to rescue the English language and give them a basic tool of communicating with people? Can't American boys and girls be taught the English language?"

BUSINESS EDUCATION

Wednesday, August 7

Morning Session
(10:30-12:00)

William E. Pasewark, Head
Department of Business Education
and Secretarial Administration
Texas Technological College

"Make Your Course Organized
Not Agonized"

The following is a summary of Dr. Pasewark's speech.

More students enter office occupations after high school than any other occupational area. Therefore, more emphasis should be placed on the importance of business-economic education for youth.

The importance of a business-economic education was pointed up in a survey made by a government task force in 1958. A cross-section study was made of the United States to determine the major problems facing the nation. The results revealed that the lack of business-education graduates was one of the major problems.

Another survey disclosed that other countries in the world were faced with the same problem.

"Enthusiasm" and "hard work" are the two main character traits of a teacher that will make him successful.

Enthusiasm is a "compulsion to walk the bridge from school to business with the students." Enthusiasm is like most other character traits that have to be developed.

"A teacher improves through his ideals, and improves others through his actions. You can succeed in teaching good manners and good grooming by action rather than by talking."

Business teachers should become models for students because "character traits are caught--not taught."

The idea of "hard work" can very well be based on the Boy Scout motto, "Be Prepared." The business teacher has the hardest, most complete job of any teacher in a school. "Competent business teachers must be adequately prepared in English, mathematics, machinery, and equally as important, the constant changes in the business world."

Business education is the one educational area that is both vocational and non-vocational. It prepares a portion of the students for careers in business, and it also teacher non-business minded students about budgets, typing, and shorthand.

Teachers must teach their business education students about profits. "For after all, profits are a businessman's favorite subject."

One way to increase profits in an office is to decrease the time, effort and material to complete a task.

Teaching is "a noble occupation" because it deals with the minds of youth and the futures of youth. "Therefore, let us be equal to our calling."

Wednesday, August 7

Afternoon Session

Group Meetings

Group I - Typing and Shorthand

Typing

A student should be able to walk out of a class and feel that he has participated in at least one successful activity.

Instruction also becomes personalized by proving to yourself (the teacher) what you are doing with your time in the typing class. Every minute that students are not typing is time not spent to best use. Instruction time must be kept to a minimum.

A. Presenting Alphabetic Keyboard:
   1. Developmental stages of typing:
      a. Proper stroking - dictate the alphabet and students strike keys in concert.
      b. Presenting numbers - learn by practicing daily drills. Drill by using dictation. Dictate by using numbers 1-10 and then have students quickly type 1-20.
      c. Using relationship between alphabetic keys and numerical keys.

B. Analysis of Errors:
   1. Ways of doing so:
      a. By using a Diatype Analyser attachment, an evaluation device which pulls paper slowly through the typewriter and shows incorrect stroking, problems in certain key combinations, etc., also space bar problems.

C. Standards - Standards should be realistic so that majority of class can attain them. . .not 3 minutes without error.

D. Scoring Time Writings - Error "count-up" method. For diversion and to help student who is nervous at beginning of speed test begin counting from end of writing to beginning for words per minute. If first two lines or three have most errors, don't count them in words per minute.

Shorthand

The overhead projector is a good method for testing in shorthand and transcription.

Ten things that may be presented, studied, and tested by using overhead projector:

1. Theory presentation
2. Brief form recall
3. Vocabulary builder
4. Spelling
5. Testing
6. Punctuation
7. Reading
8. Dictation Preview
9. Letter Review
10. Demonstrations

In transcription of shorthand:

1. When beginning transcription, review letter styles.
2. Explain to the students just what a mailable letter really is.
3. Transcription record should be kept on each student.

When giving theory test, write longhand word on transparencies--then, student has only to write shorthand.

Group II - Bookkeeping - Data Processing
Group III - Transcription
Group IV - Modular Scheduling

Thursday, August 8

Morning Session

This session was a continuation of group meetings

Thursday, August 8

Afternoon Session

This session was a continuation of group meetings.

DISTRIBUTIVE EDUCATION

Wednesday, August 7

Afternoon Session

Guy T. Atkerson
State Marketing Manager
Educational Institutions
The National Cash Register Company

"Trends, Innovations, and New Concepts in Marketing and Management"

The following is a summary of Mr. Atkerson's speech.

You represent the biggest and most important business in the world - Education. We, too, are a part of this business. . .we spend about 10 million dollars each year training and updating our Marketing personnel (Sales and Support); another 10 million on Technical Service Division (Maintenance and Repair).

I. Affluent Society: Gross National Product - over 800 billion - "just figures." This is a dynamic nation in which we live! It is a land of beauty and wealth! There are amazing changes at jet speed! Right or wrong - we are working toward benefits of a material way of life! This nation is a land that boasts a cornucopia of goods and services - a standard of living beyond our imagination three or four decades ago.

- A. Who can honestly forecast a customers "wants" for tomorrow?
- B. Reasons for buying:
  1. Silly millimeter longer
  2. Come alive
  3. For those who think young
  4. Be a sport
  5. Our neighbor has one
- C. Retail outlook:
  1. Population - 200 million friendly people - 30 million more people by 1975. . .that's friendly
  2. Shorter work week - more leisure, more recreation and more time to spend money
  3. More and more income after "needs" are satisfied

II. Technological Explosion: More medical research in the last 25 years than all previous history of mankind! Knowledge doubles every 10 years! Over 50% of all scientists and engineers that ever lived - are alive today!

Technologies playing an important part today and even more important part tomorrow in management, marketing and distribution.

Men who eagerly accept our extension of muscles and senses facing with fear the prospect of being compelled to utilize this extension of the mind. Don't wring your hands and say it will replace us all. Don't be concerned about adjustments to an automated society. Don't ignore and hope it will go away. A computer is necessary in this growing nation. Tomorrow's generation - automation will be the way of life - they will readily accept the changes which an automated society demands.

III. Retailing: Retailing has undergone changes that no one could foresee. These changes have affected the profit of every retailer, regardless of his size and type of business.

A. Yesterday:

1. Let's briefly look back 10 to 15 years ago. Volumes were lower but net profit was higher. Why? Higher margins, less expense, smaller investments and less complex merchandising.
2. Managers tend to develop net profit by concentrating almost exclusively on the operating statement - that is by the reduction of expenses and the creation of volume. "How can I get more sales, how can I reduce and control expenses?"
3. And as I reflect upon it, the Business Equipment Companies marketed their products to retailers with a basic approach. "Our equipment will help you reduce and control expenses."
4. The retailer was supplied with simple management reports which usually were created by hand. He used skill, experience, intuition, instinct, hunches, and ideas, and with a margin for error.

B. Today:

1. Business conditions have changes:
    a. Volumes are greater
    b. Merchandising is far more complex
    c. Gross margins are tighter
    d. Expenses are higher
    e. Investments are greater
    f. Competition is keener
    g. Profit percentages are much lower
2. The margin of error no longer prevails. It has become increasingly more difficult to control the interactions of the three "M's" (men, merchandise, and money). Skill, intuition and minimal information are no longer adequate. Today's management require more information in order to optimize their profits - information that is detailed, timely, and accurate. Computers answer this need for information. Large retail businesses are installing computers; small retail businesses utilize computer centers ...like auto rental - pay for mileage.
3. Generally speaking, where we stand today:
    a. Computers are used for accounts receivable, accounts payable and payroll, not as management information - systems which are aids (not substitutes) for management.

- b. In-depth information required for space productivity and inventory efficiency.
- c. The Tomorrow:
    - (1) On-line cash register devices will be here soon. However, a staggering amount of groundwork/education must precede their widespread usage with the benefits being:
        - (a) More accurate data input
        - (b) Automatic computing of taxes
        - (c) Automatic computing of discounts
        - (d) Strict enforcement of store policies
        - (e) Less clerk training
    - (2) Masses of information - merchandise availability and location, credit information, status of customer accounts, etc.
    - (3) Our extension experience with On-line Systems in banks has proven that gains in customer service can be dramatic.

IV. Business Equipment Industry:

- A. Dynamic growth of the Business Equipment Industry:
    - 1. 1954 - 1.7 Billion
    - 2. 1963 - 4.5 Billion
    - 3. 1965 - 6.1 Billion
    - 4. 1968 - 11.9 Billion (estimated)
- B. NCR Sales Volume:
    - 1. 1945 - 70 Million
    - 2. 1967 - 955 Million
    - 3. 1968 - Over a Billion

Dr. Donald King, Associate Professor
Marketing
Florida State University

"Trends, Innovations, and New Concepts in Marketing and Management"

The following is a summary of Dr. King's speech.

I have been intrigued in recent weeks by a new food and gas store that opened near my home in Tallahassee. It is operated by the Sing Oil Company whose headquarters are in Thomasville, Georgia. Recently, while stopping there for gasoline, the attendant told me that the chain was owned and operated by a man of humble origin from South Georgia, and that he had recently turned down an offer of $20 million for half interest.

Now there is nothing new about grocery stores with gasoline pumps attached. These have been common to the American scene for more than a half a century, but for the most part they have been found only in rural areas, or in small towns, or on the extreme periphery of urban areas.

There is nothing new, also, in what is essentially a gasoline station stocking a few assorted convenience goods.

What is new, or at least new to me, is finding a new modern merchandising outlet for both groceries and gasoline in an urban location.

I suppose that I really should not find this intriguing, since changing merchandising patterns to accommodate the automobile shopper is so common as not to warrant comment. To say that the automobile has changed shopping habits and merchandising patterns in the U. S. is "Old Hat."

The increased ownership of automobiles, the growth of urban centers, the burgeoning of the suburbs, the demise of the downtown shopping centers were early Post World War II phenomena. These effects on merchandising patterns reached their peak of growth twenty years ago.

Even though it is only a month old, Sing Oil's food and gas store does not seem to be the last word in 7-11 stores. The December issue of National Petroleum News describes an outlet in Atlanta that is far more revolutionary than anything to be found in Tallahassee. It is named the "Bread Basket" and not only combines the sale of food and gasoline but does so with the help of electronic gear and automatic machinery. It may be the world's first drive-in grocery.

How does it work? When driving up to the gasoline pump, one is in easy reach of an electronic console that lists fifty items of groceries or other convenience items together with their prices. Opposite each listing is a button. As the shopper indicates the items she wishes to purchase by pushing buttons, the sub-total of her purchases appears on the screen of the console. When finished with her selection, the shopper pushed the "end of order" button and within seconds the item is bagged by the attendant and placed in the delivery window of the small building nearby. The gasoline station attendant need take only a few steps to obtain the bag and bring it to the shopper's car. He adds the total of grocery purchases taken from the receipt tape to the gasoline purchase, charges it to the shopper's gasoline credit card account, and she drives away with the minimum expenditure of time and effort. Of course, with motel accommodations, restaurant credit, travel insurance, etc., being charged to gasoline credit card accounts, adding groceries is not a revolutionary step.

While this new facility in Atlanta would seem to represent the ultimate in customer convenience, there are other cost advantages that may make this outlet a prototype of stores of the future. Not only is this method of merchandising more convenient to customers, but also, the cost savings inherent in its operation should be reflected in lower prices to consumers.

What are these cost savings? The first, and perhaps the most obvious, are the savings associated with building, fixture, and decoration costs. Since the building serves mainly a storage function, its cubic capacity can be more completely utilized. Wide aisles are neither necessary or desired. Overhead space can be utilized making for more compactness and thus reducing capital expenditures. Since only the attendant enters the building, the fixtures are the interior of the small building can be more functional and less decorative, further reducing the cost. The building can be described as a small compact warehouse.

Since the merchandise is not displayed in the warehouse, it does not have to be taken out of its original shipping cartons, which further reduced handling and costs. No check-out counters or cashiers are necessary. The customer, by pushing buttons to select purchases, literally acts as her own check-out cashier. When she pushes the "end of order" button, the receipt tape with both the name of the item (peanut butter, for example), and its price and the total price of purchases is printed instantly. This eliminates the need for a cashier. Because prices are standarized, because there are no merchandising problems such as display, and since there is no personal contact with customers, there is no need for a store manager. For these reasons, relatively unskilled and lower salaried employees can be used.

In concept and in operation this merchandise outlet is not unlike a vending machine. The exception in this case is that there is a little man inside the machine (or building) to bag your groceries and another on the outside at the gasoline island to charge the purchases to your gasoline credit card account. The convenience and cost savings inherent in this new merchandising experiment are undeniable. However, at the moment it seems unlikely that the number of items offered will extend beyond a few convenience items. The once-a-week shopper still enjoys the leisurely trek down wide, well-lighted aisles stocked with a large assortment that allows her to examine, to consider, to compare, and to change her mind.

For us as observers and students of marketing, there is, I think, a lesson in this. The lesson is that, under capitalism, the marketer enjoys a degree of flexibility not found under socialistic forms of government. Under socialism, the marketer, even though he is faced with the same basic problems as his counterpart under free enterprise forms of government, is held back by the ball and chain of bureaucracy. He is stymied, also, by a doctrine that results in regimentation which, in turn, stifles initiative and innovation.

By contrast, the marketer in America is free to experiment with new forms of distribution that more nearly satisfy the needs of his customers in the light of changing technical, social, and cultural patterns. He is not only free to do so but is spurred on by the profit motive or the economic doctrine of "survival of the fittest" whichever most nearly applies.

Thursday, August 8

Morning Session

Dr. Carroll Coakley, Teacher-Educator
Distributive Education
University of Tennessee

"Trends, Innovations, and New Concepts in Distributive Teacher Education Program Development"

The following is a outline of Dr. Coakley's speech.

I. Trends and Innovations Which Are Prevelant in Distributive Teacher Education:

A. Micro-Teaching - Micro teaching is being utilized by a number of teacher education institutions. Micro-teaching is video taping the teaching of a simple concept and then playing it back for analysis and evaluation, the prospective practice teacher then re-teaches the concept. Video tape is also utilized in taping individual presentations in professional Distributive Education courses.

A city system in Wisconsin in cooperation with the teacher education program is conducting a pilot study of taping sales supporting activities and customer-sales person demonstrations. The tapes are utilized by the teacher coordinator and preparatory classes to give students a more realistic picture of what goes on in distribution.

B. Project Training - There is a general acceptance of project training for students in preparatory programs and for programs where it is impossible to co-op students. This was not true several years ago. Today we know more about how to structure, plan and implement projects. Project training is built into the teacher education curriculum. Students in graduate programs and workshops over the past several summers have developed quality projects in all competence areas in levels of learning. A number of articles on project training have appeared in national publications. This does not mean, however, that all is well with project training. It has been reported in one state where a teacher education program has been operating a pilot program in project training there was less success this past school year than year before last. This may be due partially to a change in project directors.

C. Intensified Laboratory - A number of teacher education institutions have developed or are in the process of developing intensified laboratories. These laboratories contain the latest merchandising and display equipment and instructional materials. Undergraduates and graduates have the opportunity of using these facilities to enhance their development and become more competent in the field. Also, these facilities can be used as a demonstration center for secondary and post-secondary administrators who are interested in planning an intensified laboratory for their school. Local DECA Chapters may be invited in on occasions to use these facilities.

D. Part of the responsibility of teacher education is not only to teach on and off campus courses, but to plan and implement in-service training programs for teacher coordinators such as yourselves who are on the "firing line " in the field. Beginning in September at the University of Tennessee, we have a half-time teacher educator who will conduct a series of short programs to cluster teacher coordinator groups. These will be about presentations of possible two hours with time allowed for coordinators to discuss some of their problems. The subject areas under consideration are guidance functions; projecting training, DECA Programs, DE Curriculum and Techniques of coordination. This may not be an innovation in some states, but it is an innovation in Tennessee.

E. Changes at the National Level- With the changestaking place at the U. S. Office of Education, distributive education is effected. For example, as I understand it only a half-time person for distributive education is available for consultation with all states. Teacher education institutions will have to accept some of this burden to make up for this decrease in service. States and local school systems are not going to receive guidance from the U. S. Office, they will have to look toward another source for guidance. A portion of this guidance will come from the leadership of teacher education.

F. Changing Status of Marketing Curriculum - It is a trend for marketing programs across the nation to place less emphasis on courses which have a practical value, for example, salesmanship, advertising, and retailing. This means that in order for undergraduates and teacher coordinators, who are not certified in the technical area, to obtain proper courses, technical courses will have to be added to the teacher education program. This places more responsibility on the teacher education program. Additional staff will be needed while there is already a shortage of teacher educators.

G. Departments of Distributive Education - Distributive Education in colleges and universities are more and more becoming separate departments or have their own identity. One teacher educator cannot do the total job as administrator, teacher of professional and technical courses, supervisor of student teachers, and conducting in-service programs plus the many other jobs of a teacher educator. Additional staff members are being added to facilitate the total job of teacher education.

H. Changes in the Traditional Teacher Education Undergraduate Curriculum - In the traditional undergraduate distributive education curriculum it has been the trend for students coming through the program to have their basic subjects during their freshman and sophomore years and then specializing in the marketing and distributive area their junior and senior year. The professional distributive education courses would be taken during the last half of the junior and during the senior year. There is a trend in some teacher education programs to make provisions for the students to receive some of their more specialized courses during their freshman and sophomore years. This is particularly true of students who go through a post-secondary marketing program and then enter a teacher education program during their junior year.

II. The Future of Distributive Teacher Education:

A. Recruiting for Teacher Education Programs - It is going to become more and more important in the recruiting for teacher education that we merchandise distributive education. Just like a good merchandising manager merchandises his many products, teacher educators must merchandise distributive education to high school juniors and seniors, to students who are already at the university and who should be interested in seeking a career as distributive teacher coordinators, and business people that have a degree and who may become interested in teaching distributive education.

B. Occupational Education in Total Teacher Education - In vocational education, we are going to see more and more occupational education in total teacher education. This was the trend of the National Deans' Conference on Vocational Education at the University of Nebraska just this past June. More and more we are going to find that the various vocational services at the colleges and universities will have the responsibility of possible team teaching and working together in various courses. There appears to be a duplication in some of the endeavors of which we are engaged. This does not mean, however, that the services will lose their identity, but the total teacher education program needs to be strengthened.

C. Research - There needs to be additional research conducted in distributive education. This research should be research of a practical nature, it should be research that can be and will be utilized by distributive education. Teacher education programs need to be continuously evaluated in order that they can maintain a high degree of effectiveness.

D. New Courses - Distributive Education Teacher Education Programs should evaluate their present curriculums. Too many of these curriculums are offered the same course and courses that they were offering 15 or 20 years ago. This means that we should take a look at these courses. The undergraduate coming through the program today may need a course in data processing, this would be helpful in dealing with business men in the marketing and distributive area. Another course might be the evaluation of research. There may be other courses which need to be added, but this area certainly needs to be evaluated.

E. Guidelines for Distributive Teacher Education - It is important that teacher education institutions develop a long range plan for distributive teacher education, for example, a five-year plan. Guidelines for a five-year plan have been developed at the University of Tennessee. These guidelines include 13 points in the five-year plan. These guidelines by no means are inclusive, they are actually quite skimpy, however, a more detailed plan will be developed and implemented from these very brief guidelines.

F. Student Teaching - One state is experimenting with an internship program where the practice teacher will serve as an intern. In some states this is done on a semester basis and in another state, apparently it is done on a year's basis, however, during the year's internship program, the intern possibly might be interning in a community college or he could be partially working for a state department of education. This may mean that actually he would be training for an administrative position in the future. This program might have advantages particularly for a teacher coordinator who is interested in moving into a higher administrative position in distributive education, however, it may have some problems if we are trying to train as many teacher coordinators as possible in the most effective way.

John P. Hudson, Director
Post-Secondary Development
American Vocational Association

"Trends, Innovations and New Concepts in Distributive Education in Post-Secondary and Adult Education"

The following is a summary of Mr. Hudson's speech.

Education must play a greater role in the destiny of our nation. We talk about vocational education, we talk about its virtues, we talk about its faults. The sins of vocational education have been sins of omission rather than sins of commission. What's it all about - this thing that we call vocational education? What makes it unique and why is it imperative that it must be a vital part of the American educational system?

It would be presumptious to try to identify all of our distinguishing characteristics, but let me try to delineate a few in terms of how the process of vocational education has had an impact on American Education. And let me say in the same breath, that our nation today and indeed, the entire world, cries out for a massive infusion of the type of education that you, as vocational educators, have developed.

A. First of all, we believe that education can and should be practical as well as theoretical. We believe that schools should prepare students for life, and this includes preparation for work at some type of job.
B. We believe that education is continuing--it is frequently said that vocational educators "invented" and institutionalized this idea 50 years ago.
C. We believe that vocational education should be a part of the community in which it takes place. We pioneered by taking our students into industrial firms and business enterprises for the purposes of learning a trade or a skill. We have used the institutions of our communities, both public and private, to provide

realistic occupational training.

D. Through vocational education we have demonstrated an experimental process in which learning follows no set mold or pattern. We have invited new ways of learning. We have made evaluation intrinsic to the process and the product of vocational education. Without being told, the student can determine for himself whether or not he has succeeded or failed.

E. Vocational education has dramatically demonstrated the power of motivation in action in the teaching-learning process. How many of you have seen students learn to read, or work with math problems because he could, for the first time, see the relationship of these subject to his occupational proficiency?

F. Through vocational education, we have demonstrated the feasibility of the American ideal to "educate all the children of all the people" at whatever their levels of potential.

G. Vocational education has focused attention on the need for new concepts and patterns for organizing and administering education. For example, the area school concept has provided a vehicle for various communities to work together toward common objectives. These concepts developed by vocational educators through the process of vocational education, just must not be lost. As professionals, it is our task to perpetuate these concepts of education--to strengthen, refine, and expand them in order to reach and affect many more persons.

DIVERSIFIED COOPERATIVE TRAINING

Wednesday, August 7

Morning Session

David E. Graf
Look Magazine's Teacher of the Year

"The Cooperative Method of Instruction"

This is an abstract of Mr. Graf's speech.

The minds of men are the targets of communism. The best way to win people of the world to "your favorite cause" is to first mold the public opinion of the target nation because public opinion is the position of the majority of people have about certain issues or a certain issue at a given time.

The theory of world conquest follows conquest by communication; envelopment by politics, encirclement by economics, and symbolism. The result of these four points is the eventual overthrow of established governments and the seizure of political power.

The democracy of this nation cannot survive without a properly educated citizenry and the school, therefore, has a two-fold responsibility.

It first should provide the student with a basic understanding on the democratic principles upon which our nation is based, and of the percepts of critical thinking. Not only should students be encouraged to avoid "educational rubbish" and to search for truth, facts and reasons, they should also leave time to become informed on pertinent issues that beset the world about them.

Secondly the school should attempt to provide the student with the basic academic tools and skills so he may become a self-supporting and contributing member of our society.

"In our community of Sandwich, Illinois, the home, the Church, the school and industry are the four agencies most directly involved in the education of our youth." "The home, Church, and school have the primary function of training in moral and ethical values in relationships in the home and others in the community."

The home, the school and industry have the primary responsibility of providing specific, related skill training in relevant subject matter. These four institutions should reinforce each other, but none should attempt to perform the primary function of the other.

For the most part, the work in vocational and industrial education gets done because people do cooperate and do communicate with one another. Educators should not become provincial in thinking, rather, "Examine how the content and caliber of your teaching may have an effect on the minds of men, throughout the world." Education should prepare for a life that has more than just continuity, because "work is the catalyst that projects people into society."

Wednesday, August 7

Afternoon Session

Dr. Virginia Burt, Vocational Studies Assistant, Florida State Department of Education, explained Behavioral Objectives as developed in the summer workshop. This was followed by a short Cooperative Education Clubs meeting in which Jack McClellan, Supervisor, Diversified Programs, Florida State Department of Education, introduced the new State Club Advisor. The remainder of the time was given over to the Coordinator Association for their meeting in which they raised the dues to $3.00.

Thursday, August 8

Morning Session

Sam Lamar, Supervisor, Child Labor, Florida Industrial Commission, gave a report on recent changes in the child labor laws and answered questions which the group had.

Rod R. Dugger, Occupational Information Specialist, Florida State Department of Education, talked to the group about materials and sources of information available to the coordinators. He also related to the group the necessity for contacting various publishing concerns and others for filling bits of information that will be helpful in the classroom instruction.

During the later part of the morning Bob Hancock, Consultant, Research Coordinating Unit, Florida State Department of Education, gave an informal talk on publicity and how to go about getting it. Format in news items and timing was stressed in his talk. An informative question and answer period followed.

Thursday, August 8

Afternoon Session

A panel composed of three summer workshop participants gave their views on Behavioral Objects. Following this discussion new coordinators were oriented on state reports, and a copy of the new curriculum guide was passed out. An informal discussion on the club program was held. The group was advised of the district advisors decision to raise club dues to three dollars.

JUNIOR HIGH WORK EXPERIENCE

Wednesday, August 7

Morning Session

The objective of the first general session was to present an overview of future meetings for Junior High Work Experience coordinators. The intent of this session was to show the relationship between previous overall sessions and future sessions.

Wednesday, August 7

Afternoon Session

At the second general session Dr. Kenneth Eaddy prepared a presentation explaining, "Behavioral Objectives and their relationship to Program Evaluation." This was done in an effort to update Junior High Work Experience coordinators on progress being made in the evaluation of Junior High Work Experience programs.

Thursday, August 8

Morning Session

Representatives from the Florida State Employment Service, Jerry Conn, Bill Sutherland, Richard O'Mara, Jerry Riedel, and Mrs. Elizabeth Pamplin, discussed "The Testing Program in the Employment Services." After the discussion this group worked with the coordinators in the areas of administering and interpreting the General Aptitude Test Battery.

Thursday, August 8

Afternoon Session

The fourth general session continued the conference theme by having round table discussions on the topics of people, education and work.

A. Methods in Identification of Students (People)
B. Meeting Subject Requirements (Education):
   1. Provide programmed learning (LaFollett, etc.).
   2. Provide basic education in relation to interests of students.
   3. Waive subject requirements with permission of principal, i.e., physical education, etc.
   4. Place students in regular classes when they are able to function in them.
   5. Place students in special classes which provide instructions to meet needs (i.e., remedial reading, mathematical concepts).
   6. Coordinator should assume counseling role and not depend totally on school counselors.
   7. Help students apply basic education subjects to their shop or work-experience tasks.
   8. Drop "paper work" and give priority to students with problems.
   9. Help principals to understand the purpose and operational plans of the program.
   10. Mathematics and English should be required.
   11. Recommend each student spend at least four class periods at school.
   12. Be sure your program is structured so that he will receive regular credits necessary for high school.
   13. Keep students in regular academic subjects until they are placed on the job.
   14. Utilize all research facilities (library, audio-visual aids, suggestions or facilities of other departments).
   15. Meet state subject requirements (math, English, physical education).
   16. Program should vary with achievement of individuals.
   17. Two credits may be earned for "work experience" program.
C. Areas of Employment (Work):
   1. Chair stores
   2. Grocery stores
   3. Service stations
   4. Convalescent homes
   5. Restaurants
   6. Theatres
   7. Cafeterias
   8. Hardware stores
   9. Nurseries-Landscaping
   10. Hospitals
   11. Ranches
   12. Funeral homes
   13. Upholstery shops
   14. Lawnmower shops
   15. Tire shops
   16. Used car lots
   17. Veterinarian clinics
   18. Department stores
   19. Carpentry shops
   20. Dairies
   21. Drug stores
   22. Poodle grooming

23. Cabinet Making
24. Marine repair
25. Tire shops
26. Auto parts
27. News delivery
28. Car-wash stands
29. Bell hops
30. Appliance repair
31. Custodial
32. Farm work
33. Bag boys
34. Swimming pool maintenance
35. Dishwasher
36. Shoe repair
37. Building and office maintenance
38. Baby sitting
39. Waitress/Waiter
40. Stock clerks
41. Receptionist
42. Dental assistant
43. Drive-ins
44. Packing plants
45. Utility companies
46. Western Union offices
47. Lumber yards
48. Dry cleaners
49. Golf courses
50. Hamburger stands
51. Beauty salons
52. Librarian assistant

HOME ECONOMICS EDUCATION

Wednesday, August 7

Morning Session

Dr. Elizabeth Simpson, Acting Chairman
Department of Vocational-Technical Education
College of Education
University of Illinois

"Recent Trends in Program Development"

The following is a summary of Dr. Simpson's speech.

In home economics, we are facing our greatest challenge, that of responding to the needs apparent in the social problems and ills of our time. Courage and imagination are needed in developing programs for the present and foreseeable future; for interpreting programs and needs in demanding funds and facilities to carry them out; and for curriculum development at all levels and for all aspects of the program.

The three major purposes of home economics at the secondary level are: (1) education for homemaking and family life; (2) education for employment in occupations involving home economics knowledge and skills; (3) pre-professional education.

At the junior high level, the home economics program will receive increased attention as the concept of pre-vocational education as a facet of vocational education gains acceptance.

In adult education, our chief challenge is the plight of the poor and their needs which are consumer education, nutrition, improvement of home environment, child care and guidance, and management of resources.

Directions of program offerings should be viewed in terms of the following six major bases for curriculum divisions: (1) conditions of society and related needs; (2) needs of students; (3) needs related to local situation; (4) content and organization of the subject fields; (5) development in the educational field; (6) philosophical basis.

The following is a criteria for program development:

A. Emphasize human relations in both family and employment situations; principles of management, including decision making, goals, values, standards, and the nature and use of resources; budgeting and consumer education; the physical well being through nutrition, adequate housing, sanitation and safety; personal qualities related to employment; and child care and guidance.

B. Give attention to the various roles in which individuals function and help students to meet the sometimes conflicting demands of these roles.

William E. George, Director
Educational Personnel Development
Florida State Department of Education

"Personal Development and Performance Assessment"

The following is a summary of Mr. George's speech.

Transparencies were used to illustrate and explain the Education Professions Development Act and its implementation. The legislative intent of the act was identified as:

A. To fill positions with qualified teachers and raise salaries
B. The use of the Educational Improvement Funds for the development of skills and updating of knowledge

The legal requirements of the act and the implementations are:

A. Staff Development as the Focal Point:
    1. Staff development activities must focus on specific activities
    2. Must be well organized
    3. Must evaluate effectiveness
B. Types of Staff Development:
    1. Skills and knowledge basic to effective teaching:
        a. Classroom management
        b. Questions requiring varied levels of cognitive response
        c. Stating objectives in behavioral terms
        d. Techniques of assessing student growth and development
    2. Exploratory and Miscellaneous:
        a. Structured visits to other classes and schools
        b. Conferences and conventions
        c. Sensitivity training
        d. Individual research
        e. Free reading and study

Wednesday, August 7

Afternoon Session

Group Meetings

Group I - Secondary Program Teachers

Dr. James Walters, Professor
Department of Home & Family Life
Florida State University

"Child Development"

The following is a summary of Dr. Walter's speech.

There is a great gap between our scientific knowledge and management of our lives. The major anxieties of youth are the need for social acceptance and a positive self concept. Television does have deleterious effect on children, especially forming of prejudices. There is a need for teaching sensitivity and can be done by asking students why people or a person behaves in a certain manner.

Several recommended resources for teaching family life are: A film - Parent to Child About Sex, by The National Council of Churches; a book - Why Wait Till Marriage, by Evelyn Duval; Curriculum Guides - In Child Development from Anahiem, California (New York and Ohio).

Group II - Adult Program Teachers

Mrs. Gladys Hutchinson gave an illustrated talk on ways to determine community needs as a means of program planning.

A copy of a community survey and articles from current magazines and newspapers were displayed. These provided data and information which have implication for curriculum planning in Home Economics.

Miss Allie Ferguson requested that teachers present their problems and specific needs to assist in planning for the future.

Mrs. Kathleen Funderburk presented an illustrated explanation of Bloom's Taxonomy of Educational Objectives.

Group III - Occupational Home Economics Teachers

Mrs. Ava Gray, Assistant Professor
Home Economics
University of Arkansas

"Program Planning"

The following is a summary of Mrs. Gray's speech.

Teachers involved in gainful employment planning and instruction offer a challenge by their eagerness and enthusiasm.

An individual is a dynamic organism who finds means to meet biological needs and then value them. The view of the environment determines amount of adjustment to be made. A student uses this in the classroom. A flexible student uses creativity in adapting to situations. Motivation is caused by using the promise of a reward. Interest in learning is brought about by motivation. Reinforcement techniques are important in teaching a child development. A child learns what he is thinking, feeling and doing. He must see a necessity for change and a weakness in the previous learning experience before a change is made! Student satisfaction is essential!

Practice and appropriate materials must be present to learn. Success comes from the ability to do. Some students are stimulated by objectives but most need reinforcement. They need sequential practice of a new activity. Guidance is needed to set standards. Inspiration is needed to raise sights. A student needs ways to judge her performance when she is away from the teacher.

Factors that determine happiness and performance at work are:

A. Attitudes about work
B. Relationships at work
C. Facilities

Factors that affect learning are:

A. School goals
B. Peer groups
C. Personality of people
D. Family
E. Small group of friends or work group (family and small group of friends being the most powerful forces in changing attitudes, values and practices)

Many roles of a woman must be emphasized, explained and understood. New roles develop every day. Human relations must be emphasized.

There must be constant evaluation in order to keep the program up to date.

Vocational guidance must go along with occupational courses.

Thursday, August 8

Morning Session

Group Meetings

Group I - Secondary Program Teachers

"How To Teach Nutrition Effectively"

Dr. Harold E. Schendel, Professor
Nutrition
School of Home Economics
Florida State University

The following is a summary of Dr. Schendel's speech.

The environment for teaching nutrition effectively is one where a Christian concern for people enables the individual to achieve his full potential. To teach nutrition effectively we must be willing to pay the price of:

A. Keeping up to date
B. Being willing to change where needed
C. Being willing to be genuinely interested in our students

To keep up to date one should audit fundamental courses in biology and chemistry every five years, take nutrition courses, and read the current research literature, and be familiar with new textbooks in the field. The key to becoming an effective teacher is to be motivated, to determine the proper direction of our action, and then discipline ourselves to implement change.

Important facts about nutrition today:

A. The rise of food faddism is alarming
B. Malnutrition kills more people than all diseases combined
C. Two thirds of all preschool children have protein malnutrition
D. Heart disease is generally a product of malnutrition
E. Surveys show repeatedly that the short supply nutrients are calcium, iron, Vitamin C and often protein

Dr. George Fersh, Associate Director
Joint Council on Economic Education
New York, New York

"Energizing the Economics in Home Economics"

The following is a summary of Dr. Fersh's speech.

Economics is a basic part of our lives--the balancing of limited resources with unlimited wants. Our resources are natural, human, or man-made. We must decide on priorities to reconcile these resources with our wants and needs.

The American economic system trusts people with decisions. Teachers should educate to make wise choices in the market place. Economic decisions are complex and have a decisive impact of family decisions (i.e. size of family, length of life, employment, use of leisure time). The emphasis on "bigness" makes the individual feel helpless.

Our American system is unbalanced between personal and social service--spending on television sets is up while library budgets are down; disposals are up while sewage systems have declined.

Our society hinges on decisions in the market place--debt will cause the collapse of our economy.

I. Why Emphasize Economics in Home Economics

- A. Capitalizing on the self interest of the students, motivation for the study of economics should be relatively easy.
- B. Many young people are victims of poverty and need our help in managing new households to get the greatest return on their investments.
- C. We reach many of the non-college youth who are not electing social studies courses.

II. As We Include Economics In Our Home Economics Curriculum, We Should Focus On Economic Activity

- A. The earning, spending, saving of income and use of government services for meeting needs.
- B. We should encourage development of personal and social economic goals (personal: security, fullfillment, social, social security, pensions, minimum wages, workman's compensation, economic stability).
- C. We should teach the structure of our market centered economy; supply and determine the choices to be made; there is a flow of goods and services from productors through wages to products; and that government regulates trade through anti-trust and tax laws.
- D. We should make our students aware of the basic principles of economics:
  1. The opportunity of using resources measured against cost of alternatives.
  2. The factors of production (natural, human and capital resources).
  3. Comparative advantage (exchange what you do best for what someone else does better).
  4. Diminishing return (when output does not match satisfaction).
  5. Our economic institutions (households, stores, retailers, wholesalers).

III. Techniques For Energizing The Curriculum

- A. An exciting library
- B. Resource people
- C. Field trips
- D. Role-playing and dramatization
- E. In-depth study of a problem
- F. Playing games with "money" to visualize the flow in our economy
- G. Building model to illustrate a principle of flow of money
- H. Community surveys
- I. Interviews

Our goal should be developing within the students a comprehension of the cause and effect relationships in our economy--an awareness of the "ripples" that come from personal decisions in economics.

Group II - Adult Program Teachers

Mrs. Evelyn Lewis distributed job analysis sheets. She discussed and clarified the necessity for determining personal qualifications and specific skills necessary to perform satisfactorily on the job.

Mrs. Ann Aletti explained details of the Alteration Program. A chart showing commonalities in the sewing occupations was shown.

Group III - Occupational Program Teachers

Mrs. Ava Gray continued her talk in this group, concerning the use of curriculum guides:

A. Thumb through guide when it first arrives
B. Study table of contents and appendix
C. Read and re-read suggestions

Conceptual framework used in developing guides. Reasons:

A. Concept idea used in 1964 national curriculum development
B. Easy for human mind to follow concepts
C. Consistent with other guides developed in other areas

Keep a list of questions students ask. Write on the board each day--Objective for today! Allow time for summary at end of class period.

Help students to become good test-takers. Don't try to measure something that hasn't been taught. Use a list of things covered in class as a total source of test questions.

Strengths of home economics:

A. Future Homemakers of America
B. Home visits
C. Lab experiences

The home economics room may be the best "home" some of the students have ever had. Remember this in keeping the department area attractive.

Thursday, August 8

General Session
(2:00 - 4:00)

Mrs. Carolyn Girtman, Executive Secretary
Future Homemakers of America
Florida State Department of Education

"FHA - A Challenge, A Tool, A Joy!"

The following is a summary of Mrs. Girtman's speech.

Future Homemakers of America is an organization for girls and boys enrolled in home economics or who have been in home economics. It is required that each vocational department have a chapter. The local advisor is the key to Future Homemakers of America as an organization. Other teachers in the department should be involved in the chapter. One advisor is designated in each school for mailing purposes.

Serendipities for advisors:

A. Extending influence of our profession
B. Recruitment opportunity
C. Fellowship with other chapters and advisors
D. Opportunities for tours
E. Opportunity to become district advisor
F. Opportunity for national officer

To put new vigor into Future Homemakers of America:

A. Devise innovative projects
B. Provide more exposure to specialists (career people)
C. Get involved with the disadvantaged

Lee Roberts, Director
School Accreditation
Florida State Department of Education

"Accreditation Standards"

The following is a summary of Mr. Robert's speech.

Traditionally, Accreditation Standards have measured status items - things. In 1963, we started to accredit program, not things.

We are trying to emphasize measurement at levels where we can evaluate the product. One third of the items on previous document measured quality. Today, we are aiming at having one-half measure quality.

A. Reasons for Accreditation:
   1. School improvement
   2. Provides
   3. Determines compliance with minimum criteria

B. Three Levels of Standard:
   1. Level 1 - Bare essentials
   2. Level 2 - Desirables
   3. Level 3 - Best we can describe and measure

C. A school must meet at a percentage of each level. Five major divisions of this document:
   1. School district
   2. Over-all
   3. Elementary
   4. Junior High
   5. Senior High

D. Central theme of new standards:
   1. To measure performances in terms of the objectives of both student and teacher.
   2. By a team comprised or principals, state department staff. We are trying to stimulate thought and get people involved.

E. Instructional Objectives:
   1. What will students be doing?
   2. Under what conditions?
   3. How do you recognize success?

F. Accreditation is an instrument - success or failure depends on use. It should help us communicate our needs, as well as show our students where they are going.

G. Behavior - we are trying to measure this. Behavior is the way in which individuals think-feel-act.

H. Cognitive domain - in grades 7-12, we have covered very few levels.

I. Affective domain - difficult area to get into - we have neglected in school system.

J. Action domain:
   1. In school - observable
   2. Outside school - nonobservable

Miss Frances Champion, Director of Home Economics Section , Florida State Department of Education, followed by giving the plans for the ensuing year and dates of state meetings scheduled were given for the 1968-69 school year which have significance for home economics teachers.

INDUSTRIAL EDUCATION

Tuesday, August 6

Morning Session

Joint Breakfast Business Meeting of Iota Lambda Sigma

The meeting was chaired by Vice President E. B. Heiny, Area Supervisor, Industrial Education, Florida State Department of Education, in the absence of President Joe Mills, Assistant Superintendent, Vocational, Technical and Adult Education, Pinellas County.

The Program included a presentation on National activities by Stuart Van Voorhees, President of the National Iota Lambda Sigma Fraternity; and on formation and activities of the Field Chapter by Dan Snider, President of recently formed Field Chapter of Alpha Delta (Tampa Bay Area).

The possibility of forming a Field Chapter for the Orlando, Brevard, Daytona Beach Area was discussed.

The following officers were elected for 1968-69:
President - C. A. Bellum, Director, Vocational, Technical and Adult Education, Sarasota; Vice-President - Sid Hoofman, County Supervisor, Industrial and Technical Education, Orlando; Secretary-Treasurer - James Humberstone (Re-elected), Instructor, Dixie Hollins High School, St. Petersburg.

Tuesday, August 6

Afternoon Session

Business Meeting of the Industrial Education Association of Florida

The following officers were elected for 1968-69:
President - Fred C. Murray, Miami; Vice-President - Arthur G. Hilton, Jacksonville; and Secretary-Treasurer - Mrs. Maxine Siciliano, St. Petersburg.

Named to the Executive Board were:
Arthur Brekhus, Sarasota; Wilson Gatlin, Riveria Beach; Manual T. Demetrelis, Tallahassee; and W. R. Hawthorne, Ormond Beach.

The Association established four $100.00 annual scholarships for the purpose of aiding vocational students to attend area vocational-technical centers.

Wednesday, August 7

Morning Session

Thurman J. Bailey, Director
Industrial Education
Florida State Department of Education

"Industrial Education: Where Are We Going?"

The following is a summary of Mr. Bailey's speech.

The operation of quality vocational programs is a necessity. Educators should develop a plan for education designed to realistically meet the needs of all members of society.

Major points emphasized:

A. The historical development of vocational education
B. Changed called for by the increased speed of today's industrial technology
C. Factors which hinder change
D. Need for effective change in the values attached to different types of educational attainment
E. Need for educators and the general public to share responsibility to affect change
F. Industrial need far outstrips worker supply
G. Value of operating "quality" vocational programs, to reinforce public appreciation for occupational education
H. Monies spend on vocational education still far short of need

John R. Sojat, Consultant
Industrial Education
Florida State Department of Education

"Cluster Approach"

Major points emphasized in Mr. Sojat's speech were:

A. Description of the research behind the cluster program
B. Course content of the three approved cluster programs
C. Cluster approach as one possible solution to industrial education needs of less populated areas
D. Importance of finding a qualified instructor
E. Desirability of operating in conjunction with a "Joint School-Industry Program

E. S. Douglas, Director
Vocational, Technical and Adult Education
Seminole County

"Emergency Industrial Training"

The major points emphasized in Mr. Douglas' speech were:

A. Importance of Emergency Training in the community
B. Methods used in setting up a program
C. Existing programs discussed
D. Results derived from the programs cited

E. B. Heiny, Supervisor
Industrial Education
Florida State Department of Education

"Flexible Scheduling"

The major points emphasized in Mr. Heiny's speech were:

A. Advantages and disadvantages of traditional programing
B. Advantages and disadvantages of flexible scheduling
C. Description of currently approved schedules
D. Importance of fitting schedules to programs, not programs to schedules

Ernest Upthegrove, Assistant Director
High School Vocational and Technical Education
Dade County

"Diversified Mechanics"

The major points emphasized in Mr. Upthegrove's speech were:

A. Meeting the needs of more students through new programs
B. Explanation of the Dade County Diversified Mechanics Program
C. Characteristics of students taking Diversified Mechanics
D. Advantages of having Diversified Mechanics
E. Noted success of current programs

David A. Brown, Supervisor
Industrial Education
Duval County

"Joint School-Industry Programs"

The major points emphasized in Mr. Brown's speech were:

A. Description of the Duval County Joint School-Industry Program
B. How industry and students both respond very favorably to program
C. Ability of current programs to serve more students
D. Schools able to work more realistically with industry
E. Projection for future expansion

Wednesday, August 7

Afternoon Session

Group meetings were begun and were continued through the Thursday morning session. A summary of the two sessions is reported under the Thursday morning session.

Thursday, August 8

Morning Session

Group Meetings

Group I - Special Programs for the Educationally Disadvantaged

Major points emphasized:

A. Comparison made of various special needs programs operating in the state. Advantages as well as disadvantages.
B. Problems arising out of placing special needs students in traditional industrial education classes.
C. Desirability of developing programs to meet the educational needs of more of our youth.
D. Possibilities of placing students already in special needs programs in special English and math classes.
E. Communication difficulties existing between the vocational and academic faculties.
F. Enrollment figures. A problem in curriculum diversification.

G. The progress made by Dade County in working with Cuban Refugees.
H. Transferring the disadvantaged student into a traditional program after he proves he is capable.
I. Desirability of Vocational Education and Industrial Arts working closer together.
J. Clarification of the use of special education units and disadvantaged units.
K. Problems faced by special needs student when goals are too distant.
L. Problems involved by student facing a change in values.
M. Working with the disadvantaged child as early as possible.
N. Vocational education teachers working closely with guidance counselors.
O. An overview of the Special Needs Program given by Tom Swift, Consultant, Special Vocational Programs, Florida State Department of Education.

Group II - Accreditation

Major points emphasized were:

A. Purpose of state accreditation
B. Various types of accreditation standards which apply to the various types of schools
C. Levels of standards and what they mean
D. Accreditation classifications
E. How standards are determined and who writes them
F. Steps in the process of accreditation and who initiates it
G. Involvement of industrial teachers in evaluation
H. How accreditation or non-accreditation will affect a school
I. The standards for industrial education as they are now written

Group III - Program Supervision

Recommendations:

A. The State should insist that an adequate number of well qualified supervisors be employed by the local school boards to render needed services.
B. Programs should be evaluated yearly and the instructors invited to sit down with the Supervisor and discuss this evaluation.
C. The Advisory Committees should participate in these evaluations. A written report should be prepared.
D. The lines of communication between the teacher and his supervisor should be improved.
E. The need for a good public relations program should be recognized and implemented at each center.
F. An adequate orientation of new instructors is a must.
G. The Materials Development Section should be reinstated in the State Department of Education.
H. There should be closer coordination between the State Department of Education and the Teacher Training staffs.
I. Supervisors should be upgraded in such areas as: materials development, new developments in the field, assisting new teachers in methods.

J. Grants in aid should be provided for the special training of Supervisors.
K. Certification practices and procedures should be examined and improved.

Group IV - Staff Development

Suggested approaches:

A. Summer Technical Workshops (Credit and Non-Credit)
    1. Cooperative programs with industry such as General Motors, Philco-Ford, etc., possibly using their facilities, instructors and equipment if appropriate.
    2. Workshops within a subject area planned and operated jointly by a University and State Department of Education.
B. In-Service Training
    1. Starting with pre-school and continue through school year:
        a. Program should be well organized and managed by a director with possible of additional consultants.
        b. It should be possible to provide release time and substitutes for teacher to participate in workshop activities.
C. University Teacher Training Courses (Credit)
    1. To meet certification requirements:
        a. EIE funds may be used
    2. Courses can be offered:
        a. During summer
        b. After school during year
        c. Saturdays
        d. By correspondence
        e. Via television
D. Multi-County Workshops
    1. Jointly planned and held at a central location by a number of cooperating counties:
        a. Cooperating counties to share costs of Directors and materials and other workshop expenses.
E. Visitations
    1. Provisions should be made for instructors to visit other programs, trade conferences, industry, and other events that would improve his knowledge and proficiency as an instructor.
F. Professional Library
    1. Such as resource would enable the instructor to apply self-help.
G. Extension Courses (Credit)
    1. More definite information about extension courses is needed.
    2. University should set up a rotating schedule of basic courses needed by new teachers.
    3. Transcripts on extension courses are not being brought up to date in reasonable time. Six months behind is not uncommon.
H. Sabbatical Leave provisions should be adopted by counties
I. Improvement of Supervision
    1. Supervision is in bad need of improvement:
        a. Workshops for supervisors may possibly be needed.

J. Industry Advisory Committees
    1. Essential for a quality program sensitive to the labor market:
        a. A General Advisory Committee for the institution with advisory craft committees for each trade are recommended.

Group V - School-Industry Relations

Points discussed:

A. Who has the responsibility for maintaining "School-Industry Relations?"
B. The importance of working through advisory committees
C. Importance of protocol
D. Methods of discovering the needs of the students and the community
E. The Broward County Work-Study Program was described
F. The forming of an Advisory Committee
G. Problems attached to minimum working age
H. Legislative action concerning minimum working age
I. Should vocational courses lead or follow industry?
J. Development of course outlines by combined efforts of advisory committee and the teacher
K. Importance of vocational educators keeping abreast of industry
L. Need for workshops put on by industry for keeping teachers up to date

Group VI - Program Evaluation

Recommendations:

A. Provide teaching methods and class management courses (short courses without college credit would suffice for new teachers prior to the time they start teaching).
B. Provide orientation program for new teachers.
C. Added attention should be given to vocational guidance and counseling.
D. Added attention should be given to helping instructors with occupational and job analysis course construction and lesson planning.
E. Courses of study and lesson plans should be a local and state responsibility.
F. Classes should be reduced to a size of 15-20 students -- less for special students.
G. Request aid of supervisor and advisory craft committee in revising course of study.
H. Provide knowledge and skills needed for initial employment.
I. Relieve supervisor of excessive administrative duties.
J. Fuller utilization of craft committees - with a minimum of four meetings yearly is desirable.
K. Provide short courses in lesson planning prior to the opening of school.
L. Provide relief time and workshops.
M. Provide for supervision and evaluation of the teacher's work.
N. Provide standard progress record forms and charts.
O. Provide uniform student placement and follow-up forms for use on a state-wide basis.

Group VII - Curriculum Development

Recommendations:

A. Single craft standing committees should be formed for the purpose of keeping alert to changes.
B. Annual state-wide or multi-county single craft workshops should be held for the purpose of keeping teachers up to date.
C. Workshops should be held to familiarize administrators and guidance counselors with the principles and objectives of vocational guidance.
D. Teacher training institutions should require courses on the principles and objectives of vocational education of all graduates.
E. Craft advisory committees should be kept active.
F. Avenues should be explored which would help break down the communications barrier between academic instructors and vocational teachers.
G. Methods should be explored for the improvement of vocational student selection.
H. Evening Trade Extension scheduling should be designed to fit the course, not the course designed to fit the schedule.
I. More consideration should be given to "Joint School-Industry Programs," for the last half of the senior year.

Group VIII - Research Needs in Industrial Education

A. Group Objectives:
   1. To examine the research needs in Trade and Industrial Education
   2. To express these needs in specific terms
   3. To report scientific needs and recommendations to the Industrial Education Section of the Division of Vocational, Technical and Adult Education
B. Recommendations:
   1. Develop and plan whereby more Trade and Industrial Education instructors can be encouraged and enabled to become qualified as vocational guidance counselors.
   2. Study ways and means for broadening the number of in-service courses offered to upgrade the teacher in his own field and at the same time be acceptable toward the extension of teaching certificates.
   3. Research realistic criteria to determine the qualifications of a "Vocational Guidance Counselor" and have these included in our certification standards.
   4. Study ways and means whereby trade competency tests may be developed for all fields of trade and industrial education, and have these tests earn credit that will be accepted to all state institutions having a Trade and Industrial Education program.
   5. Study and provide the means for competent Trade and Industrial (T & I) instructors to obtain a four-year degree in the shortest possible time with the ultimate objective of providing leadership personnel for the growing number of vocational programs throughout the state.

6. Provide a plan whereby the itinerate teacher trainer can be made available to counsel T & I instructors in matters such as the improvement of instruction, certification requirements and plans for self improvement.
7. Develop a plan for the replacement of equipment based on the premise that while equipment may still be operative, it may be obsolete.
8. Determine the best grade level at which to expose students to T & I training.
9. Research and report on the effectiveness of various innovative and experimental programs involving trade and industrial education throughout the state.
10. Identify successful experimental trade and industrial programs which can be used as pilot programs throughout the state.
11. Study the specific needs of disadvantaged students to determine the effectiveness of present programs for these students.
12. Study the report on types of jobs that disadvantaged youth may be trained for.
13. Study the various occupations which can be clustered effectively, which would include a study of present cluster programs.
14. Design more T & I programs to meet the needs of girls at the secondary level.
15. Research the effectiveness of Industrial Arts courses as vocational shop feeders.
16. Study the various ways of scheduling (3-3, 2-2-2, etc.) trade and industrial courses at the secondary level to determine the most effective schedule for the various trades.

Thursday, August 8

Afternoon Session

Ronald Wright, President
Florida Association of the Vocational
Industrial Clubs and National District
Vice President of Vocational Industrial
Clubs of America

"Vocational Industrial Clubs of America (VICA)"

The following is a summary of Mr. Wright's speech.

Ronald Wright thanked the teachers for their untiring efforts to provide industrial education students with the skills that are so vitally needed to enter industry. He also thanked them for setting the example as a guide for citizenship and character. He explained that time would not allow for him to tell all that VICA had meant to him, however, he did show through a slide talk how VICA had caused him to realize the benefits he had received for the National Heritage, the reasons for patriotism, and his beliefs in democracy. Through slides and recordings he traced

America's history from its founding through times of crisis, through technological advancement, to the present time. He emphasized that VICA youth can play an important role in the continued prosperity of America and in the solving of some of the major problems of our society.

Stephen Denby, Consultant, Florida State Department of Education, and State Advisor of the Florida Association of Vocational Industrial Clubs of America, spoke briefly on the six points of the National Program of Work of VICA.

MANPOWER DEVELOPMENT TRAINING

Tuesday, August 6

Afternoon Session

Dr. Charles R. Crumpton State Director Manpower Development and Training Program Florida State Department of Education	"Trends, Developments, and Prospects for the Future of Manpower Development and Training"

The following is a summary of Dr. Crumpton's speech.

(Dr. Crumpton spoke for Dr. D. A. Matthews, Director, Division of Manpower Training, U. S. Office of Education, Washington, D.C., and for W. A. Seeley, Manpower Development Training, Regional Program Officer, U. S. Office of Education, Atlanta, who were unable to attend due to circumstances beyond their control).

Concentrated Employment Programs should open in Jacksonville, Tampa, and Miami in the near future. Jacksonville has also been scheduled for a Neighborhood Service Center, although the scope of this program is not yet known. Miami and Tampa have been designated Model Cities. The Model Cities Program is designed to rehabilitate communities through the coordinated efforts of various agencies. Florida has been chosen as one of the states to participate in a new type cooperative training program combining work and school. These programs are all in the planning and development stages, but are evidence of more and better manpower training for the future.

Congress is considering instituting a skill center approach to Manpower Development and Training (MDT) operation. A skill center is a self-contained facility which can offer a variety of occupations with counseling services and basic education. This facility would have a minimum capacity of 500 trainees per year and be devoted entirely to MDTA. Skill centers would solve some of the funding problems and have the virtues of flexibility and economy produced by a larger operation.

Project Transition is a part-time training for military personnel who are nearing separation from the service and need training for civilian life. Apalachee Correctional Institute has just started a MDTA Program. Training in Manpower Services (TIMS) is designed to train manpower service personnel for employment in Concentrated Employment Programs and other manpower projects.

In 1968-69 Cooperative Area Manpower Planning System (CAMPS) allocation was slightly higher than 1967-68, and any new programs would be in addition to this basic program.

Wednesday, August 7

Morning Session

A. C. Heil, State MDTA Coordinator
Florida State Employment Service

"The Role of the Florida State Employment Service in Manpower Development Training"

The following is a summary of Mr. Heil's speech.

Emphasis was placed on the tasks of determining the types of training, and selection of trainees within the criteria established on a national basis. Not less than 25% of all adults should be older workers, not less than 14% of applicants should be welfare recipients, 15% of the adult total should be Neighborhood Youth Corp graduates, 75% or more should be non-high school graduates, and referred individuals should be long-term unemployed. Disadvantaged persons referred should meet two or more of these criteria.

A panel composed of state staff members presented and explained an evaluation instrument. The panel leader, M. T. Capo, stated that evaluation was a necessary evil which would accomplish the following goals:

A. Provide a means of improving effectiveness
B. Allow us to take advantage of innovations
C. Provide information that will enable the writing of concise but complete summaries of training
D. Help keep course outlines and teaching plans current
E. Aid supervisory efforts and teacher training
F. Justify the operation of future projects in the particular occupation

Wednesday, August 7

Afternoon Session

This session divided into six groups that continued through the Thursday morning session. A summary of the two sessions is reported under the Thursday morning session.

Thursday, August 8

Morning Session

Group Meetings

Group I - Supervisors

Copeland Pace, Regional Employment Service Office, summarized the current Cooperative Area Manpower Planning System (CAMPS) plan. Emphasis should be placed on economical employable. Cooperation and coordination with the Employment Service is increasing.

Deobligation of excess funds is an essential function of Manpower Development and Training administration. Supervisors should project the amounts which will be used in each budget account. Any missing or stolen equipment must be reported to the FBI, local law enforcement agencies, and the State Department of Education.

Ben Copenhaven, Health, Education and Welfare Excess Property Office, explained his role of supplying Manpower Development and Training with information on available excess property. Inspection, transportation, and storage of excess property were discussed.

Group II - Counselors and Interviewers

Varying success was experienced with loan funds set up to assist trainees. Vocational Rehabilitation has been extremely helpful. Probation forms signed by the trainee used by Dade County were considered valuable as a disciplinary method. Anecdotal records are valuable in appeal cases.

Counseling does not end with graduation and follow-up procedures, such as questionnaires to former trainees and their employers should be used. A year long follow-up period was recommended. Home visits to community service agencies yield better cooperation. It was recommended that the increased benefit given single referrals after ten weeks training be dropped.

Group III - Basic Education Teachers

The following recommendations resulted from the group discussion:

A. More funds should be allotted for the purchase of additional textbooks, workbooks, and training aids.
B. Post planning and preplanning should be provided for each new project.
C. Job seeking methods should be emphasized.
D. Programmed instruction has proven highly effective, although some machine types are too expensive to be feasible.
E. Guest speakers, including former trainees, are recommended.
F. Tables and chairs are preferred over tablet arm chairs.
G. Instructor personnel should be kept up to date through purchase of pertinent journals and publications.

Group IV - Business Occupation Teachers

Motivation in the classroom can be stimulated through contests and goals. Motivation reduces absences and tardiness. The teacher should try to learn the reason for absences and tardiness and work in conjunction with the counselor. Lesson plans should be set up in a block plan but flexibility must be preserved. Form MT-1 must be studied to know the duties which the trainee will be expected to perform as an employee. Courses should be designed with various employment levels to be reached prior to completion. This will facilitate placement of trainees leaving training early.

Group V - Automotive and Related Teachers

Testing and trainee self-evaluation were major discussion topics. Oral testing is necessary for trainees who are unable to read and write at a level which will permit valid written tests. The ultimate goal in trainee evaluation is production ability. There is merit in a trainee keeping his own record of progress, however, this record should not be displayed in the shop. Safety procedures must be taught and practiced. As each new tool or equipment team is introduced, appropriate safety precautions should be taught. Hazards and the proper use of fire prevention apparatus should be included in lesson plans. Advisory committees can make a valuable contribution in up-dating instruction in each trade.

Group VI - Other Occupational Teachers

Probation procedures for treating absenteeism and tardiness were considered desirable by the group. It was suggested that reduction in allowance benefits would be an effective method of dealing with these problems. Each instructor must teach trainees the highest standards of safety and health, regardless of prevailing practices in industry. Through such efforts, desirable changes may be achieved.

Thursday, August 8

Afternoon Session

Panel discussions were held on the following two topics:

I. Basic Education Instructors and Counselors: Suggestions for coordinating basic education instruction and counseling included:

  A. A team approach
  B. Observation of learning disabilities with referral to Vocational Rehabilitation

C. Close cooperation with occupational instructors
D. Use of group counseling for feedback which will improve instruction
E. Obtain confidence of trainees

Testing should be used since many employers now use tests, and the experience in taking tests will be helpful in obtaining employment. Trainees should be tested on entrance and at the conclusion of training.

II. Occupational Teachers: Three presentations on instructional improvement highlighted this panel:

A. Ed Mahoney discussed:
   1. Teacher qualifications
   2. Programmed instruction
   3. Cooperation with the Employment Service and Manpower Development Training guidance personnel
   4. The need to refund existing programs to maintain experienced staff. In-service training in programmed instruction and an Employment Service representative located at the training facility are needed.

B. Herman Foster spoke on "Visual Aids Need Not Be Expensive." Instructor-made visual aids were demonstrated.

C. Mrs. Catherine Gipson discussed progress charts as instructional aids. Sample charts were distributed. Absences can be reduced by incorporating attendance and punctuality with a lesson plan structured chart.

Tuesday, August 6

Special Vocational Programs
Emphasis Luncheon - Special Needs

Noon

Dr. Laurence Hopp, Director Rutgers Education Action Program Rutgers University	"Disadvantaged--Fact or Myth"

The following is a summary of Dr. Hopp's speech.

The school is a social and socializing institution with an obligation to teach more than skills for employment. Attitudes are of first importance; students want and need teachers who care and will listen.

In a specially developed project students were to be given typewriters if they could gain skills in the use of typewriters. All students did master the required skill level, and increased their reading level and scholastic achievement. They were given the typewriters. In another experience, "Project Action," planning and implementation of the project was done in cooperation with industry. The training was not primarily concerned with gaining industrial skills, but rather with changing attitudes.

Traditional education is not adequate. Education must be a process that encourages imagination, builds positive self concepts, reflects critical thinking, and shows the students that teachers care about them as individuals. Teacher attitudes and student attitudes are an essential part of providing a needed curriculum with feeling. Methods are known that will adequately meet the needs of members of the minority and majority groups that are termed "disadvantaged," and these should be used.

Too many of our present day schools are operating under the same philosophy as was used in the animal school--

"A Curriculum To Meet The Needs of The Animal School"

Once upon a time, the animal decided they must do something to meet the problem of a "new world." So they organized a school. They adopted an activity program or curriculum consisting of running, climbing, swimming, and flying. To make it easier to administer the curriculum, all animals took all subjects.

The duck was excellent in swimming, in fact better than the teacher, but he only made passing grades in flying and was very poor in running. Since he was slow in running, he had to stay after school and also drop his swimming in order to practice running. This was kept up until his webbed feet were badly worn and he was only average in swimming. But average was acceptable in school, so nobody worried about it--except the duck.

The rabbit started at the top of the class in running, but had a nervous breakdown because of so much make-up work in swimming.

The squirrel was excellent in climbing, until he developed frustration in the flying class, where his teacher made him start from the ground up instead of from the tree top down. He also developed "charley horses" from over exertion and then got a "C" in climbing and a "D" in running.

The eagle was a problem child and was disciplined severely. In the climbing class, he beat all the others to the top of the tree, but insisted on using his own way to get there, which provoked the teacher.

At the end of the year, an abnormal eel that could swim exceedingly well, and also run, climb, and fly a little, had the highest average and was Valedictorian.

The prairie dogs stayed out of school and fought the tax levy because the administration would not add digging and burrowing to the curriculum. They apprenticed their children to a badger and later joined the ground hogs and gophers to start a private school.

VOCATIONAL GUIDANCE

Wednesday, August 7

Morning Session

Arnold J. Freitag, Consultant
Vocational Guidance
Florida State Department of Education

"TECHDAYS"

The following is a summary of Mr. Freitag's speech.

Several reasons may be given to support the need for an organized and systematic program of job placement in Florida's Area Vocational-Technical Centers and Technical Divisions of Junior Colleges: first, the school has a responsibility; second, the students enrolled have unique characteristics and needs; third, today's world of work by its very nature presents a complexity which demands the expertise of the professional.

If a fundamental purpose of the area centers is to provide occupational skills needed for an individual to enter the world of work, then a program for bringing students and potential employers together is needed. The placement of graduates in appropriate positions should be pursued with the same vigor and degree of organization and quality that is used by the centers to provide individual students with a particular occupational competency. An effective job placement program ultimately becomes the final link to successful occupational training.

The nature and complexity of today's society makes it mandatory that area centers develop a functioning system of job placement for its graduates. These graduates generally have had a minimum of work experience, and although there may be a surplus of job openings for which area school students are being trained, many graduates are unaware of the location of these jobs. Also, many employers are unaware of the competencies of the graduates of our area centers. Adequate communication is needed between the training centers and employers.

The ultimate success of the area school program will be determined by the consumer's evaluation of its product. There is no better way for the consumer to appreciate the area school program and its graduates than by visiting these schools and competing with other industries for its graduates.

TECHDAYS is an organized procedure, coordinated at the state level, for the purpose of bringing together recruiting personnel from business and industry and the graduates of vocational institutions to fill this need for an effective job placement program.

Dr. James E. Bottoms
Associate State Director
Vocational Education
Georgia State Department of Education

"Rationale for a Statewide Coordinated Program for Recruitment of Area Vocational-Technical Center Graduates"

The following is a summary of Dr. Bottom's speech.

A study was made by interviewing students in the post-secondary vocational program of Georgia. The results indicated that job placement rated first in the way of counseling services could be of assistance to students. Over 90% of the students felt that this service was essential. When evaluating the present program these students listed job placement as the weakest part of the program.

TECHDAYS were instituted in Georgia not because the students were not getting jobs but because they were not getting the best jobs available. They were taking the first job that came along. Also, industry was not giving the vocational schools proper credit for training students.

TECHDAYS gives the student a choice of jobs to choose from, and the employers a chance to interview a group of vocational graduates.

I. Objectives of Job Placement Program:

A. Assist the student to locate the best job for him
B. Ease the transition from school to work
C. Give the student a realistic knowledge of the labor market
D. Help the student to understand what will be expected by supervisors, peers, and subordinates
E. Develop further a pattern of job-seeking behavior which will be useful in similar situations in the future

II. Responsibilities of Vocational-Technical School: If we believe that the purpose of vocational schools is to provide occupational skills needed for an individual to enter the world of work and pursue a chosen occupation, then we must also surely believe that establishing a program for bringing students and potential employers together is a responsibility of the school.

III. Responsibilities of the Student Personnel Worker in a Cooperative Job Placement Service:

A. Conduct the necessary in-service programs needed to enable the instructors to perform their roles in the organized placement activities
B. Assist the instructors in acquiring the necessary resources such as printed materials and visual aids
C. Assist the instructors with organizing and conducting activities to acquaint students with the world of work
D. Counsel with those students needing specialized attention

IV. Responsibility of the Instructor:

A. Plan activities and experiences for students that will enable them to gain understanding regarding such things as occupational structure, potential jobs, good attitudes, how to prepare a resumé, and how to prepare for the job interview.

B. Conduct an information service which becomes an integral part of the instructional program

C. Actively involve the students in acquiring occupational information through self motivation

D. Refer students who need special counseling to the guidance counselor

Wednesday, August 7

Afternoon Session

Group Meetings

The participants divided into seven committees to discuss the information that Dr. Bottoms had presented to the group, and to develop plans suitable for a TECHDAY Program in Florida.

TECHNICAL AND HEALTH OCCUPATIONS EDUCATION

Wednesday, August 7

Morning Session

General Session
(9:00 - 10:00)

Dr. Carl W. Proehl, Assistant Commissioner, Vocational, Technical and Adult Education, Florida State Department of Education, welcomed the participants to this portion of the total conference and indicated the need for a total program of occupational education in Florida.

Harmon Fowler, Program Specialist, Technical and Health Education, Florida State Department of Education, discussed the past and present accomplishments of technical and health education in Florida.

Dr. T. W. Strickland, Director, Technical and Health Occupations, Florida State Department of Education, discussed and projected future activities of technical and health education in Florida and indicated the supporting role of the Technical and Health Occupations Education Section.

TECHNICAL EDUCATION

Wednesday, August 7

Morning Session

Col. Julian V. Sollohub, Director, Division of Water Resources, Florida Board of Conservation, presented a slide illustrated talk, "Technology in Thailand," that included a discussion of the problems arising in a country of this type as technologies change, resulting from population growth and outside world influences.

Thomas deS. Furman, Professional Engineer, Department of Environmental Engineering, University of Florida, presented a talk, "The Technical Education Instructor as a Professional," and discussed the role of educators as they strive to function within the realm of professionalism.

Wednesday, August 7

Afternoon Session

William J. Streib, Associate Professor, Electronics Technology, Delta College, Michigan, presented a transparency illustrated talk, "Promoting Technical Education," that included discussion of some 25 different activities that may be undertaken by local institutions to inform the public of the advantages of technical education.

Martin H. Broadwell, Staff Engineer Training Supervisor, Southern Bell Telephone and Telegraph Company, Atlanta, Georgia, presented a talk, "Effective Teaching Techniques," and discussed several of the methods used by industry in evaluating and assisting their teachers to become more productive and effective in the classroom.

The session was divided into two discussion groups.

Group I - William Streib led this group in a discussion relating to the methods of promoting technical education that are available to program directors. The participants contributed to the discussion by relating some of the public information activities which they had found to be successful in their institutions.

Group II - Martin Broadwell led this group in a discussion on "Effective Teaching Techniques." Also methods used by industry to improve the effectiveness of its teachers was discussed.

HEALTH RELATED EDUCATION

Wednesday, August 7

Morning Session

Dr. Andrew Doyle, Associate Director
Department of Education
St. Louis University

"The Nature of Teaching and
the Setting of Objectives"
&
"Types of Learning and Sources
of Differential Learning"

The following is an outline of Dr. Doyle's speech on "The Nature of Teaching and the Setting of Objectives," and "Types of Learning and Sources of Differential Learning."

I. The Nature of Teaching and Setting of Objectives

   A. The Practitioner as a Teacher
   B. A definition of learning - A modification of behavior through experiences
   C. A definition of teaching - Providing experiences to effect changes in the individual that result in the appearances of the desired behavior
   D. Steps involved in teaching:
      1. Setting of objectives (desired changes in behavior)
      2. Choosing of experiences that will lead students to desired objectives
      3. Evaluation of the effectiveness of the experiences in achieving the desired objectives
   E. Implications of #4 for the teacher:
      1. He must know what he is to teach
      2. He must know as much as possible about:
         a. The nature of learning
         b. The factors which affect learning
         c. Method of evaluation of teaching and learning
         d. The tools for presenting what is to be learned
      3. He must employ these knowledges in executing the teaching function
   F. The First Step - the setting of objectives
      1. Objectives should be in behavioral terms. They should not be primarily concerned with what the student is to know but with what he is to do after the learning experience.
      2. Knowledge of facts, concepts, etc., are to be looked upon as instrumental. They are valuable because they enable the individual to act in the appropriate manner. For example, in radiology knowledge of film characteristics is valuable when that individual having the knowledge uses that knowledge to get better results.
      3. It is important that the behaviors be defined in specific terms. Only when a behavior is defined in terms of its components can the appropriate experiences be chosen and

intelligent evaluation made. The overall behavior to be accomplished is the operation of a particular machine but for teaching purposes the steps involved in its successful operation must be identified.

4. The final objectives of a lesson or course can be reached only if consideration is given to necessary prerequisites. For example, in the teaching of multiplication skills, consideration must be given to whether or not the student can add.
5. It is important that the students as well as the teachers are aware of objectives - they need to know where they are going and why.

II. Types of Learning and Sources of Differential Learning

A. Types of learning:

1. Even though learning may be defined as any change in behavior resulting from experience, it is possible to identify different kinds of learning in terms of different kinds of behavior which result. Three major types of learning will be discussed here:
    a. Rote learning
    b. Meaningful learning
    c. Learning of skilled performances
2. Rote learning: That type of learning in which all that is required is the reproduction implied. This is involved in such activities as reciting the multiplication tables. While this type of learning may be valuable it is important to stress that it guarantees nothing beyond the reproduction of experiences.
3. Meaningful Learning involves:
    a. Recognition of a new example of a classification (conceptual learning)
    b. Using old knowledge in new situations (problem solving)
    c. Recognition of the relationships between concepts (generalization)
4. Skill Performances involves:
    a. Possession of procedures
    b. Adaptability

B. Sources of Differential Learning:

1. What are the factors in the individual that determine the appropriateness of given learning experiences? Discussed here under the headings of Ability, Experience, Practice, Method, Effort. They are not mutually exclusive but seem to deserve separate discussion. Effort will be treated in Session III.
2. Ability: What the person can do here and how depends upon original capacity and experience; e.g., use of tools, reading etc. Appropriate experiences in a learning situation may originally mean those to increase ability.
3. Experience: Previous learning in the area of itself, in related area, and the possession of appropriate skills and principles. Not automatically used - its presence cannot be taken for granted.

4. Practice or repetition: Repetition seems important mainly because it is usually impossible to maximize the other conditions all at once.
5. Method: Refers here to method of practice. Should be as close as possible to the final use of the new learning. Must involve activity on the part of the learner - not necessarily physical movement (though this is important) - implies involvement and the expenditure of effort.

Distributed and massed practice - part vs. whole method

Wednesday, August 7

Afternoon Session

Dr. Doyle continued on the topics: "The Motivation of Learning"
&
"The Evaluation of Teaching
and Learning and General Remarks
on Method"

I. The Motivation of Learning

A. The statements which follow seem to have important implications for eliciting effort on the part of the learner.
   1. A·human being in order to seek learning and exert the necessary effort must sense in some important way that he lacks something that he needs and should have. This lack may be:
      a. A bit of knowledge
      b. A skill
      c. A habit
      d. A developed ability to control one's self in order to perform more efficiently and at a level of greater quality.
   2. He must understand precisely what is the knowledge, skill habit or type of ability which will take care of his need or lack.
   3. He must really want - emotionally and intellectually - determine to have - the knowledge, skill, habit, ability.
   4. He must have and perceive that he has available the resources necessary to achieve the knowledge, skill, habit, ability.
   5. He must reach for the knowledge, the skill, the habit, the ability. This means actually going through the first steps well in order to prepare for the next step and to insure that the final stage of the achievement that is needed is reached.

B. There is some basic considerations that must be taken into account before learning can be fostered:
   1. Every human being has a basic, constant striving to actualize, maintain and enhance himself.

   2. Because of this, the new learning must be presented in such a way that it can be perceived as:
      a. Actualizing the learner, that is helping him put into productive action his potentialities.
      b. Maintaining the individual, that is, insuring no "going backwards" (and many people fear this).
      c. Enhancing, that is, that as a result of the learning the person is greater in his own eyes and the eyes of others.

C. As a result of the above, the teacher finds himself faced with the following tasks:
   1. Presenting what is to be learned, make sure that the learner actually senses that he lacks and needs that which is to be learned.
   2. To make clear just what is to be learned and that it does actualize, enhance and maintain the learner.
   3. The groundwork for motivation must be laid. An emotional attraction must be given to the learning. It must not be seen as threatening. It must convey safety and the possibility of prestige and/or gratifying accomplishment.
   4. The reaching for the object after the first step is largely the result of learning but the teacher or trainer can provide skillful supervision.

II. The Evaluation of Teaching and Learning and General Remarks on Method

A. Evaluation of Teaching and Learning
   1. Testing is involved here but also much more. Primarily the problem is to discover whether objectives have been met and if not, where is the source of the failure - it should consider the contributions of the learner to that failure but also and perhaps more importantly the contributions of the teacher to that failure.
   2. Testing as a control on learning - tests largely control what is learned in our present educational setting.
   3. Basic concepts about tests:
      a. Types of measures - paper and pencil, performance, etc.
      b. Tests as samples vs. tests as statements of objectives
      c. Validity - a specific concept
      d. Reliability or Accuracy
      e. Interpretation of scores

B. General Remarks on Method
   1. Method here refers to the actual presentation of what is to be learned
   2. The appropirate method depends upon:
      a. What is to be learned
      b. Who is doing the learning
      c. Who is doing the teaching
      d. What facilities and materials are available
   3. Method and what is to be learned: Here again is the importance of objectives. The method should provide that the learners do the behaviors that have been set as the objectives, e.g. demonstration of a procedure is important but if the purpose is to have the student perform the procedure he must have the opportunity to do so before the teaching can be evaluated.

3. Method and who is doing the learning:
    a. The previous experience of the learner is important - if lectures are to be used, do the students know how to take notes?
    b. Method must take into consideration the motivation of the students
    c. Method must consider physical conditions - span of attention, physical discomfort, etc.
4. Method and who is doing the teaching: Teachers should be aware of their strengths and limitations - some can lecture, some cannot.
5. What facilities and materials are available? Films cannot be used successfully in a room that cannot be darkened.
6. Teaching aids:
    a. Audio-visual materials:
        (1) Films
        (2) Filmstrips
        (3) Slides
        (4) Charts
        (5) Overhead projection
    b. Successful use of the above
    c. Textbooks
    d. Programmed instruction
7. Team Teaching
8. Important characteristics of method:
    a. Relevance
    b. Variety
    c. Systematic
    d. Always consider the learner

Wednesday, August 7

Morning Session

Dr. Arthur H. Dohlstrom, Director
Mental Health Program
School of Nursing
University of Mississippi Medical Center

"The Learning Process"

The following is a summary of Dr. Dohlstrom's speech.

Dr. Dohlstrom gave the group three major questions for discussion:

1. Do you know the theoretical learning frameword of your previous instructors? Was this meaningful?
2. Do you use a particular learning theory in teaching? How did you subscribe to this?
3. Has your faculty a stated agreement which all subscribe to?

Ten learning principles were offered with the request that the groups establish the learning theory from which these principles were defined.

Wednesday, August 7

Afternoon Session

Dr. Dohlstrom explained three theories of learning and related the principles to these theories. He noted that most instructors use an electric approach, and it has some merit, but pointed out that teachers need to have a greater understanding of the theory they use.

Thursday, August 8

Morning Session

General Session

Dr. Lee Henderson, Assistant Commissioner, Division of Community Junior Colleges, Florida State Department of Education, welcomed the participants to this general session and congratulated them for the fine contributions being made in the junior colleges in the field of technical and health occupations education. Dr. Henderson also expressed his appreciation to the Technical and Health Occupational Education Section for its cooperation with his Division.

Dr. Frank Goodwin, Professor Emeritus — "The Egocentric Predicament"
Marketing
University of Florida

The following is a summary of Dr. Goodwin's speech.

The presentation included a film, "The Eye of the Beholder," and was designed to let the individual realize how great can be the pitfalls of being "I" centered; the big "I" was explained as being self-centered.

The "six traps" which account for many of our mistakes are:

1. A person reads his own meaning into a situation
2. Hopes, wishes, ambitions, and goals
3. Stereotype (all . . .)
4. Share a guilt complex
5. Fears
6. Tune out each other

It was pointed out that there is "no validity in a value judgement unless we ask ourselves whether it is overly influenced by one of the above listed traps. If not, then it can be a value judgement."

Thursday, August 8

Afternoon Session

General Session

The primary purpose of this session was to complete the organization of the Florida Technical Education Association (FTEA). The Constitution of the FTEA was adopted as well as a calendar of events which lead ultimately to the election of officers by December 15, 1968. Charter members received as of this date numbered 27. It is expected that by December, 1968, there will be approximately 300 members.

The meeting adjourned at 4:00 P.M.

SECTION III

Florida Adult Education Association
Business Meeting

Florida Adult Education Association

Tuesday, August 6
1:30 - 4:30 P.M.

Presiding - Floyd Peters, Director
General Adult Education
Dade County

While at the Jacksonville Conference, the Florida Adult Education Association held its business meeting. Mr. A. N. Anderson, Area Supervisor, installed the new officers for the ensuing year as follows:

President	Secretary-Treasurer	President-Elect
Floyd N. Peters	Donald E. Williams	Lou Bethea

The minutes of the board meeting were read by Donald E. Williams, Coordinator of Adult Basic Education, Dade County.

The financial report was also given by Donald Williams. Tally sheets were distributed showing total balance of $4,880.00 and total expenditures of $4,850.00. The Outline of Years Activities was given by Floyd Peters, followed by appointment of Committee Chairman.

Lou Bethea, Coordinator of Area Adult Education, Lake County, presented certificates. Outstanding Service Award was presented to D. G. Erwin, Assistant Superintendent, Vocational, Technical and Adult Education, Hillsborough County by Don Cammaratta, Director of Adult General Education, Hillsborough County.

The old and new business was taken care of and then the meeting was adjourned.

SECTION IV

Florida Vocational Association Business Meeting

&

Ship's Program

FLORIDA VOCATIONAL ASSOCIATION

The Florida Vocational Association (FVA), was represented on the planning committee for the First Annual Vocational, Technical and Adult Educators' Conference by Russell M. Brown, Herman W. Morgan, and Lillian Spencer.

FVA extended invitations to over 200 educational suppliers to exhibit at the conference. Fifty-seven companies accepted and occupied 73 booths. FVA handled the arrangements with Otis McKinney Decorators and the exhibitors. Proceeds from the exhibit booth rentals were used to offset conference expenditures.

In conjunction with the exhibits, the various companies donated gifts which were awarded to lucky ticket holders at a special SHIP's program. This event, held on Tuesday night, featured musical selections by Eugene White's Jazz Group and the Chorus of the Greater Jacksonville Chapter of SPEBSQSA.

FVA began its conference activities with an Executive Board meeting on Saturday night in the Robert Meyer Hotel. Special guest of FVA was Miss Eleanor Camarata, of Atlanta. Miss Camarata is the laison person between COASTA (Conference of Officers of Affiliated State and Territorial Associations) and the Executive Board of American Vocational Association. The main topic on the agenda was increasing memberships in FVA and AVA. Miss Camaratta made several suggestions for consideration.

FVA, AVA, and section dues were collected at all registration desks. Those paying or signing pledge cards were issued FVA Member Ribbons which were color coded with section designations. Indications are that this movement will bring forth a record enrollment for these professional vocational associations.

The standing committees of FVA met on Monday evening in the Robert Meyer Hotel with newly appointed members meeting with the out-going committee members. Plans were discussed for future course of action.

The individual section associations of FVA held individual meetings on Tuesday.

The annual meeting of FVA was held Tuesday night in the municipal auditorium. The following standing committee reports were given: Public Information and Membership, County Vocational Associations, Program Action and Resolutions, Vocational Youth Club Activities, Legislative, Constitution, Program, Nominating, and Auditing. Actions taken by the Executive Board during the year were reported along with the secretary and treasurer's report. John Hudson of the American Vocational Association staff, Washington, gave words of encouragement and issued a challenge from AVA. Special awards were presented for outstanding contributions of service to vocational education and FVA. These included life memberships to FVA to

Dr. Carl W. Proehl, Mrs. Delphene Strickland, and Mrs. Jewel Prater; and life memberships in AVA to Mrs. Jewel Prater, and Mrs. Merlease Coons, the later being made possible by the Sears Foundation. The new officers of FVA who will serve during the 1968-69 year were officially seated. These include: Russell M. Brown, Business, President; John W. Turner, Vocational Rehabilitation, President-Elect; Herman W. Morgan, Industrial, Secretary-Treasurer; and Vice Presidents: Glynn C. Key, Agriculture; Veda Long, Business; L. V. Patterson, Cooperative; Maurice F. Buckner, Distributive; Betty McQueen, home economics; Fred Murray, Industrial; and Harry Beasley, Vocational Rehabilitation.

FVA prepared and distributed scratch pads at the Banquet, emphasizing AVA and FVA.

RESOLUTIONS OF THE FLORIDA VOCATIONAL ASSOCIATION AT JACKSONVILLE, FLORIDA AUGUST 4-8, 1968

Whereas, we consider the services rendered to FVA by and in the city of Jacksonville, Florida,

Whereas the City opened its doors and welcomed us

Whereas the hotels, restaurants, and business establishments graciously welcomed our associates,

Therefore, let it be resolved this 6th day of August, 1968, that FVA issue a meritorious service acclamation to the people of Jacksonville.

******

Whereas the FVA was entertained royally by the Cadets of the U. S. Naval Air Station Command . . .

Therefore let it be resolved that the FVA owes undying gratitude to them for services to our people above normal devotion.

******

Whereas the newspapers, radio and television stations of Duval County graciously covered our meeting. Whereas they reported said meetings to the people of northeast Florida, therefore be it resolved that FVA compliments those employed by the media.

******

Whereas the speakers have been outstanding in their presentations. Whereas the messages delivered were of intrinsic value to vocational educators; Therefore let it be resolved that FVA extend to these speakers the award of merit.

EDUCATIONAL EXHIBITORS ASSOCIATION
THE SHIP, INCORPORATED

Eugene Bellezzo, President
Logan Engineering Company
Chicago, Illinois

Douglas T. Grey, Florida Co-Captain
American Technical Society
Atlanta, Georgia

Herman Mount, Florida Co-Captain
Buck Engineering Company
Farmingdale, New Jersey

COMMERCIAL EXHIBITORS
Herman W. Morgan, Exhibit Chairman

Firm Names and Addresses

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848 E. 58th Street, Chicago, Illinois 60637

AMMCO TOOLS, INC.
6626 Albicore Road, Jacksonville, Florida 32210

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THE CAMERON & BARKLEY COMPANY
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EDUCATIONAL INSTITUTE OF AMERICAN HOTEL AND MOTEL ASSOCIATION
221 W. 57th Street, New York, New York 10019

EDUCATIONAL LUMBER COMPANY, INC.
Post Office Box 5373, Asheville, North Carolina 28803

ELECTRONIC AIDS, INC.
6101 Falls Road, Baltimore, Md. 21209

ELECTRONIC TRAINING MATERIALS, INC.
Post Office Box 30172. Birmingham, Alabama 35222

FIELD EDUCATION PUBLICATIONS, INC.
5719 N.E. 17th Terrace, Ft. Lauderdale, Florida 33308

FOLLETT PUBLISHING COMPANY
206 East Ninth, Mount Dora, Florida 32757

GILTEX CORPORATION
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GONDAS CORPORATION
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545 Technology Square, Cambridge, Mass. 02138

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D. C. JAEGER CORPORATION
999 Woodcock Road, Orlando, Florida 32803

THE JAM-HANDY ORGANIZATION
9001 Bay Street, N.E., St. Petersburg, Florida 33702

LINK ENTERPRISES
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2020 Cocos Court, Winter Park, Florida 32789

McGRAW-HILL BOOK COMPANY
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623 West Central Blvd., Orlando, Florida 32802

NUARC COMPANY, INC.
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PATTERSON BROTHERS
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SANFORD-HALL COMPANY
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SCOTT-ENGINEERING SCIENCES
1400 SW 8th Street, Pompano Beach, Florida 33060

SNAP-ON TOOLS CORPORATION
1601 Walnut Street, Jacksonville, Florida 32206

SOUTHERN BRICK & TILE MANUFACTURERS ASSN.
230 Sprint Street, N.W., Atlanta, Georgia 30303

SOUTH-WESTERN PUBLISHING COMPANY
Route 3, Box 181, Orlando, Florida 32811

STANDARD PENNANT COMPANY
2920 N.E. 18th Street, Pompano Beach, Florida 33062

STANDARD SCHOOL INC.
1945 Hoover Court, Birmingham, Alabama 35226

STANLEY TOOLS
600 Myrtle Street, New Britain, Conn. 06053

STENOGRAPH
7300 Niles Center Road, Skokie, Illinois 60076

SUN ELECTRIC CORPORATION
6323 Avondave Avenue, Chicago, Illinois 60631

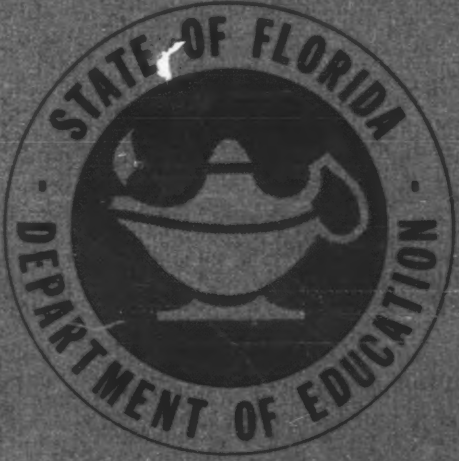
SYSTEMS FOR LEARNING, INC.
51 West Washington Street, Orlando, Florida 32801

UNITED STATES ARMY
Post Office Building, Jacksonville, Florida 32201

UNIVERSAL SEATING COMPANY
1106 South Edgewood Avenue, Jacksonville, Florida 32205

V & E MANUFACTURING COMPANY
Post Office Box 64, Maitland, Florida 32751

WILTON CORPORATION
Post Office Box 204, Tucker, Georgia 30084



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